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ABSTRACT

This subunit on the history of Western Europe is part of one of four resource units for an eleventh grade area studies course. The subunit contains an introduction followed by a list of objectives dealing with generalizations, skills, and attitudes. A double-page format relates objectives, content, teaching procedures, and instructional materials. This subunit emphasizes cultural change and continuity and factors making for change and for persistence of cultural traits. The sub-unit is also built to help pupils analyze similarities and differences in culture among Britain, France, and Germany. It should be helpful in student understanding of differences in the present day political, social, and economic systems of the three countries. The analysis of similarities should help students distinguish the culture area of Western Europe from other culture areas which they will study during the year. The teacher's guide for the entire course is SO 006 320; other subunits on Western Europe are SO 006 321 and SO 006 322. (Author/KSM)

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Grade 11
Unit: Western Europe
Sub Unit: History of Western Europe

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SO006323

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Europe
: History of Western
Europe

RESOURCE UNIT

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INTRODUCTION TO SUB-UNIT ON THE HISTORY OF WESTERN EUROPE

This resource unit includes far more than any teacher can use with one class. Teachers will have to select from it in terms of the general criteria suggested for the course in the eleventh grade guide. Several additional recommendations are made here. First, the Center's staff recommends that, after pupils have studied introductory section (Part A) they turn to the Middle Ages, thus skipping the section on earlier times. The Middle Ages will provide pupils with a chance to study life in a period prior to the many great changes which have altered life so drastically in modern times. Moreover, historians today tend to emphasize far more than in earlier years the medieval sources for many important characteristics of the Western World. The contributions of Greece and Rome to Western Europe are seen more as a consequence of diffusion than as the direct antecedents of modern Western Europe. Therefore, it would be possible to treat the ancient period with an informal lecture, emphasizing the importance of some of the contributions which diffused to the Germanic tribes of Western Europe and were combined by them with their own traditions to produce a new culture. The major goals of this unit can be taught as easily by beginning with a depth study of the Middle Ages as with the study of the earlier period. To do so would also make it easier to reduce drastically the amount of material covered within this sub-unit. However, the Center has included suggestions for teaching the earlier period for those teachers and school systems in which there are strong feelings that such material must be taught. This sub-unit attempts to show how the material can be fitted into the format of the unit and course and used to teach the major objectives of the sub-unit.

Second, it should be remembered that pupils who have come through the Center's tenth grade course will have studied American history and ways in which some of the topics treated in Part F affected the United States. They will have looked at influences of the Enlightenment, at mercantilism, and at the industrial revolution and its effects upon the United States. Therefore, this section of the unit can be cut more drastically than some of the others if pupils have studied the earlier course. It also makes it easier to teach the political theme (Part E) prior to the social-economic theme (Part F), rather than reversing the two themes as would be possible.

It should be noted that this unit emphasizes cultural change and cont factors making for change and for persistence of cultural traits The uni built to help pupils analyze similarities and differences in culture among France, and Germany. Such an analysis should help explain why Germany bec tatorship in the 1930's when the other two countries did not. It should a students understand differences in the present-day political, social, and systems of the three countries.

The analysis of similarities, on the other hand, should help students the culture area of Western Europe from other culture areas which they wil ing the year.

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OBJECTIVES

The sub-unit on history should make progress toward developing the following:

Generalizations

1. Although culture is always changing, many elements persist for long periods of time.
    a. Culture traits may change through a process of diffusion.
        1.) People who are in contact with each other are likely to borrow cultural traits from each other.
        2.) Migration of people from one part of the world to another involves the movement of culture and material objects, thus resulting in changes in the area to which people migrate.
    b. Culture traits may change through a process of innovation from within.
    c. Persistence of cultural traits may be the result of ...the lack of exposure to conditions which further change.
    d. Some values are conducive to change; some make planned change difficult.
        1) When people have adopted a fa
        tic attitude, change is much
        likely than in societies wher
        people believe that "a high c
        of mastery over nature and sc
        ditions is possible."
        2) Traditional societies, which
        tradition for guidance and do
        come technological change, ha
        slow rates of economic growth
    e. Change is likely to occur more ra
    the less basic, less emotionally
    more instrumental or technical as
    culture (e.g. tools, tactics, etc
    in such things as basic values.
        1) Supernatural beliefs involve
        of behavior which are usually
        resistant to change.
    f. Certain aspects of the social str
    may inhibit marked social change
    novation.
    g. Changes in one aspect of a societ
    have effects on other aspects; ch
    will ramify whether they are tech
    in social organization, in ideolo
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1) When people have adopted a fatalistic attitude, change is much less likely than in societies where the people believe that "a high degree of mastery over nature and social conditions is possible."

2) Traditional societies, which look to tradition for guidance and do not welcome technological change, have very slow rates of economic growth.

e. Change is likely to occur more rapidly in the less basic, less emotionally charged, more instrumental or technical aspects of culture (e.g. tools, tactics, etc.) than in such things as basic values.

   1) Supernatural beliefs involve complexes of behavior which are usually very resistant to change.

f. Certain aspects of the social structure may inhibit marked social change and innovation.

g. Changes in one aspect of a society will have effects on other aspects; changes will ramify whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.

1) All institutions in a society are interrelated; because of this interrelationship, a change in one institution is likely to affect other institutions.

h. People usually do not discard a cultural trait completely; they are more likely to modify it to fit into new situations.

i. Even when a major reorganization of a society and its culture takes place, not all of the culture is completely modified.

2. Each culture is unique.

3. A given culture is an integrated whole, based on fundamental postulates or values.

4. In all societies people are expected to behave in certain ways and are taught that certain things are good and certain things are bad.

   a. Members of a group influence the behavior of other members by setting up and enforcing norms for proper behavior; they even influence the perceptions of other members.

   b. Discrimination against a minority group tends to isolate members of
   the group and promotes
   of their cultural valu

5. The existence of culture is
man's ability to use symbols
tion. Language enables man
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makes the cumulativeness of
sible.

   a. Language facilitates commu
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   and reasoning.

   b. Writing facilitates commun
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6. Man uses his physical enviro
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7. Every economic system faces
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the group and promotes retention of their cultural values and norms.

5. The existence of culture is dependent upon man's ability to use symbols in communication. Language enables man to make his experiences continuous and to apply previous experience with problems to new problems beyond actual physical experience; it makes the cumulativeness of culture possible.

   a. Language facilitates communication, the development of an on-going culture, and reasoning.

   b. Writing facilitates communication and the cumulativeness of culture.

6. Man uses his physical environment in terms of his cultural values, perceptions, and level of technology.

   a. The significance of location depends upon cultural developments both within and outside of a country.

   b. The topography of a region may present limitations given a specific level of technology; however, men have learned to overcome many of the earlier limitations.

7. Every economic system faces scarcity or a lack of enough productive resources to satisfy all human wants. (If resources are used to satisfy one want, they cannot

be used to satisfy another. Only when resources are unemployed, will more expenditures on one thing, lead to the production of more of something else.)

8. At any specific time, the total economic output is affected by the quantity and quality of productive resources (land or natural resources, labor and capital goods), by the level of technology, and by the efficiency of the organizational structure.

   a. Output is affected by the quality as well as the quantity of natural resources.

   b. Output can be increased by the development of tools and power to replace manpower.

   c. The technology of a society may be made more efficient both by the introduction of new machines and tools and by the way in which production is organized.

      1) New technological developments bring improved efficiency to tools and machines and increased labor productivity.

      2) Output can be increased by a more efficient combination of productive resources (by the way in which production is organized.)

      a) Division of labor and
      ization make possible
      production.

   d. The use of large amounts of c
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   per unit if they are fully em
   however, they make adjustment
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   b. During the period of rapid in
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d.)

a) Division of labor and specialization make possible increased production.

d. The use of large amounts of capital outlay for machines and building (etc.) make possible the reduction of costs per unit if they are fully employed; however, they make adjustment to a decline in demand more difficult.

9. Regardless of the kind of economic system, societies usually go through roughly the same stages of economic growth, even though these stages may not be clearly separated from each other.

The transitional stage prior to rapid industrialization sees the growth of factors which upset traditional beliefs and practices, give rise to more favorable attitudes toward technological change and businessmen, create larger markets, lead to more accumulation of savings, lead to increased productivity in agriculture and mining, lead to improved transportation systems, and give rise to the establishment of banks and other financial institutions. Most, though not all of these factors, are needed to bring about rapid industrialization.

b. During the period of rapid industrialization (or what some have called the takeoff stage), there is an emphasis upon technological development, investment in capital goods, and the development of new industries.

10. The fundamental difference between economic systems is in how and by whom the basic economic decisions over allocation of resources are made rather than in who owns the resources.

11. In a number of societies neither the government nor a market system is important in affecting how resources should be allocated. Such economic systems are based largely upon tradition and reciprocal relationships which have grown up in the past. In all systems reciprocal relationships are combined with a market system or a command system.

12. In a private enterprise system, it is the market which permits buyers and sellers to deal with one another, which translates demand and supply into a price system, and which is chiefly responsible for the way in which basic economic questions are worked out. The market serves to determine largely what shall be produced, how it shall be produced, and who shall get what part of the production (or national income.) In other words, the market is the main allocating device. However, government policies and factors which interfere with perfect competition also affect the allocation of resources.

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rises.)

    1) Other things being equ
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    demand for the good an
    the supply of the good
    than the demand at the
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        a) Wage rates are aff
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    2) Other things being equ
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b. Adjustment of a supply to
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a. Prices are affected by supply and demand. (If the money supply increases while the supply of goods remains the same, the demand for goods usually rises.)

   1) Other things being equal, the price of a good rises when the good is in short supply as compared to the demand for the good and falls when the supply of the good is larger than the demand at the existing price.

      a) Wage rates are affected by the supply and demand for labor.

   2) Other things being equal, the higher the price for a good (a product, labor, capital), the larger the quantity which will become available for sale.

b. Adjustment of a supply to demand is hampered by factors which decrease the mobility of productive resources.

c. In a competitive system, many of the producers and consumers do not have a perfect knowledge of prices and quality of goods and methods used by others to reduce costs; consequently, the market system does not always work out in practice as described in theory.

d. Collective bargaining enables workers to agglomerate their bargaining power in dealing with employers.

e. Government policies affect the operation of the market.

   1) Government policies toward monopolies and restrictive practices affect business activity both directly by affecting prices and output and indirectly by affecting income distribution.

   2) Government labor policies affect business activity directly by affecting hours of work or by restricting child and woman labor.

   3) Government taxation policies affect who gets what share of the national income.

   4) Government spending on goods and services and for transfer payments (pensions, social security, welfare) may make up for a lack of demand by the private sector and bring a rise in business activity.

13. In general, people wish to sell their labor, land, or capital for the highest incomes possible in order to obtain the largest amount of desired goods and services possible.

14. Levels of living are affected by amount of goods and services mon comes can buy, not just by chang money incomes which may be offse changes in prices.

    a. Living levels do not rise unl put of production grows at a rate than population.

    b. In the long run a rise in rea will be achieved only by a ri labor productivity.

    c. It is difficult to compare re over time because of changes quality of goods and the subs of some goods for others.

15. People's ideas of what constitut adequate level of living on one poverty on the other changes as living levels change.

16. A place needs cheap and rapid tr tation in order to carry on much with other places.

    a. Improved transportation faci make possible wider and bigg kets for goods as well as gr less costly access to resour

17. The development of cities is de upon the development of agricul pluses, specialization, and tra

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14. Levels of living are affected by the amount of goods and services money incomes can buy, not just by changes in money incomes which may be offset by changes in prices.

    a. Living levels do not rise unless output of production grows at a faster rate than population.

    b. In the long run a rise in real wages will be achieved only by a rise in labor productivity.

    c. It is difficult to compare real wages over time because of changes in the quality of goods and the substitution of some goods for others.

15. People's ideas of what constitutes an adequate level of living on one hand or poverty on the other changes as average living levels change.

16. A place needs cheap and rapid transportation in order to carry on much trade with other places.

    a. Improved transportation facilities make possible wider and bigger markets for goods as well as greater and less costly access to resources.

17. The development of cities is dependent upon the development of agricultural surpluses, specialization, and trade.

18. An increase in population occurs when the birth rate plus immigration is greater than the death rate plus emigration.

19. Whenever things valued by a society are scarce, there will be differentiated access to and control of these valued and scarce things by sub-groups within the society.

    a. Class membership has certain effects on life and behavior; that it, it carries with it certain class correlation.

    b. Members of a class can move out of the class by various means, and this mobility may be up or down.

20. In political conflict there is a struggle over scarce values or goals; each side tries to use the political system to attain its goals.

    a. Groups may engage in power conflict; one group may try to dominate another in order to take something from it, such as labor or wealth.

    b. Struggle may bring together otherwise unrelated persons and groups. Coalitions and temporary associations may result from conflicts where primarily pragmatic interests of the participants are involved.

    c. Conflict serves to establish and
maintain the identity
lines of societies and
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to identify the party
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    d. Continued engagement i
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    e. Conflicts in which peo
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ict serves to establish and maintain the identity and boundary lines of societies and groups. (In one-party countries it is necessary to identify the party with the country or invent an "enemy" to hold the party together.)

d. Continued engagement in conflict tends to bring about the acceptance by both parties of common rules regulating the conduct of conflict.

e. Conflicts in which people feel that they are fighting for ideals are likely to be fiercer than those which involve only personal reasons. Religious conflict is likely to be fierce and to aim at the complete annihilation or conversion of the enemy.

21. Decision-making is affected by a number of factors.

    a. Any decision is in part a product of the internalized values, the perceptions and the experiences of the person making the decision.

    b. The institutions of government constitute the arena or the structure within which authoritative decisions of the political process are made; they thus affect those decisions.

22. Decision-making in a democracy is shared by several groups and is subject to varying influences.

23. Decision-making in an oligarchy rests with a small group.

    a. In a totalitarian country there is no separation of powers between those who make and those who carry out policy.

24. Political power may rest in formal governmental positions, but it need not.

    a. Every decision-maker is dependent on advice, knowledge, information, political intelligence; as a result, those advisors who can provide him with them have an important base for exerting power and influence on the official.

25. The individual citizen or participant in the political system approaches the political process with a complex of political attitudes, outlooks, values, and goals.

    a. Agencies of political socialization include those within the political system as well as those without; in fact, totalitarian political systems are marked by governmental dominance of this process.

    b. Freedom is culturally determ
    individual has to be taught
    options are, how one goes ab
    cising them, why he should e
    them.

26. Political activity by which the
seeks his goals and interests t
the political system, takes any
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system, and varies greatly in i

27. The contrast between democratic
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looked at as a conflict in basi
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    a. There is a difference in val
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        1) The history of democracy
        last several centuries h
        one of the gradual expan
        electorates by the elimi
        voting qualifications.

    b. The democratic system includ
    following values: respect fo
    dividual personality and ind
    freedom, belief in rationali
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b. Freedom is culturally determined; the individual has to be taught what the options are, how one goes about exercising them, why he should exercise them.

26. Political activity by which the individual seeks his goals and interests through the political system, takes any number of forms, depending on the nature of the system, and varies greatly in incidence.

27. The contrast between democratic and non-democratic political systems may be looked at as a conflict in basic underlying values.

    a. There is a difference in value assumption about the individual, his worth and competence; democracy accords the individual a greater role in the direct determination of his destiny.

        1) The history of democracy over the last several centuries has been one of the gradual expansion of electorates by the elimination of voting qualifications.

    b. The democratic system includes the following values: respect for the individual personality and individual freedom, belief in rationality, equality, justice, rule by law, and constitutionalism.

c. In totalitarian countries the individual's rights are sacrificed for the good of the state.

28. Freedom's relationship to democracy is a close and obvious one; the organization of majorities, the competition in goals, and the ability to oppose which democracy presupposes, all depend on a high degree of personal freedom.

29. Ideologies are important for the structure they give to the political system, the answers they give to ambiguous situations, and the cues for responses they suggest.

30. Representative democracies have almost entirely replaced direct democracy, largely for the practical reasons .. great numbers and geographical area and the increased need for exper. in policy-making.

31. Democracy does not bear up well in societies in which basic dissatisfactions with the social and economic institutions prevail and become the focus of political competition.

32. Political revolutions are usually the result of multiple causes.

33. It is unlikely that one could find many genuine autocracies (rule by one) in complex modern government; they are likely really oligarchies. (The scope
of government and the var
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one man does not possess.

34. Totalitarianisms extend t
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ies are important for the struc-
ey give to the political system,
wers they give to ambiguous sit-
, and the cues for responses
ggest.

ntative democracies have almost
y replaced direct democracy.
for the practical reasons
umbers and geographical area
increased need for exper.
cy-making.

cy does not bear up well in so-
in which basic dissatisfactions
e social and economic insti
revail and become the focus of
al competition.

al revolutions are usually the
of multiple causes.

nlikely that one could find
nuine autocracies (rule by one)
lex modern government; they are
eally oligarchies. (The scope
of government and the variety of clienteles demand a variety of skills which one man does not possess.)

34. Totalitarianisms extend the scope of politics far beyond the usual to include almost all aspects of life.

    a. The unity and homogeneity of life which totalitarianism demands i contrary to the pluralism of liberal democracy. (Totalitarianism cannot tolerate the existence of groups or institutions which may be the source of loyalties which compete with or diminish those to the state.)

    b. Totalitarianism finds it impossible to coerce a large population constantly; instead it coerces indirectly by controlling wills, fears, etc. through the use of symbols and mass media.

        1) Totalitarianisms may seek to alter the content of the arts to use them for the propagandistic and symbolic purposes of the totalitarian political system.

    c. Industrial conflict does not occur in all societies; it does not occur in a dictatorship which uses force to suppress internal conflict.

35. Since democracy is the chief political expectation of the times,oligarchies

have had to accept the symbols and forms of democracy if not its substance.

a. Oligarchies maintain themselves within the forms of democracy by control of resources, information, attention and experience.

36. In contemporary oligarchies the political party becomes the instrument by which the few govern in the name of many.

37. Recent totalitarianisms have often been symbolized and epitomized by the political leader. Instead of demanding the full and total loyalty to the abstraction of the state, the totalitarian regime personalizes that loyalty in the leader.

38. Individuals know the political system as a set of images and pictures created for them by communicators; they react to these images rather than to the real world and real people.

a. Most political communication depends on the use of symbols, negative and positive stereotypes, and other communication shortcuts; effective communication depends on the effective manipulation of those symbolic tools.

b. Control of political communication is effective control of political behavior.

39. Countries are more intolerant o
they consider subversive in tim
crisis and threats from abroad
during times when they face no
threats.

40. Constitutions may be written do
but in some cases they exist wh
in large part as custom and tra

a. Constitutions change by form
ment and by changes in custo
terpretation.

41. The separation of powers is int
and does produce institutional
and delay more often than parli
systems do. (Deadlock is ruled
the operation of parliamentary
by the dependence of the cabine
on-going support of a majority
legislators.)

42. Every legislature is directly a
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43. The political importance of the
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political communication
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39. Countries are more intolerant of those they consider subversive in times of crisis and threats from abroad than during times when they face no such threats.

40. Constitutions may be written documents, but in some cases they exist wholly or in large part as custom and traditions.

    a. Constitutions change by formal amendment and by changes in custom and interpretation.

41. The separation of powers is intended to and does produce institutional deadlock and delay more often than parliamentary systems do. (Deadlock is ruled out of the operation of parliamentary systems by the dependence of the cabinet on the on-going support of a majority of the legislators.)

42. Every legislature is directly a product of the electoral and constituency system which produces it; the composition and loyalties of the members affect access of different groups in society to the legislative body.

43. The political importance of the judiciary depends largely on whether or not it has responsibility for declaring acts of the other two branches unconstitutional.

44. The relative centralization or decentralization of power within political parties is related to the centralization or de-

centralization of authority within the political system as a whole.

45. Frustration may result in aggression or scapegoating.

    a. Frustration may result in aggression; when cultural norms are strongly opposed to aggression toward certain people, or people are frustrated by events beyond their control or the control of people whom they know, the aggression may be turned against others who become scapegoats.

46. Authoritarian personalities tend to be conformist, to use stereotyped thinking, and to project their own traits which they consider undesirable onto other people; many prejudiced people are authoritarian personalities.

47 People try to work out rationalizations for behavior which is inconsistent with their basic values; racism is a relatively recent development which has served as a rationalization for discrimination against other races.

    a. Racial beliefs involve strongly-held attitudes which affect behavior both at the conscious and unconscious level.

48. The behavior of people in crowds differs from their behavior in institutions.

49. The world is a community
dent countries.

    a. People in most societi
    depend upon people who
    communities, regions,
    for goods and services
    kets for their goods.

    b. War seems to be the re
    ple, interrelated caus

    c. War has serious physic
    logical effects upon p
    torn areas.

50. The international system
at as a series of power r

    a. There are many sources
    tional power in dealin
    tions.

        1) Military capacity
        factor in the deve
        tional power but n
        or even the domina

        2) Differences in pop
        and industrial cap
        flected in differe
        al power; that is
        important bases o
        national power.

    b. Nations may pool thei

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other races.

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attitudes which affect behavior
at the conscious and uncon-
us level.

avior of people in crowds differs
eir behavior in institutions.

49. The world is a community of interdependent countries.

    a. People in most societies of the world depend upon people who live in other communities, regions, and countries for goods and services and for markets for their goods.

    b. War seems to be the result of multiple, interrelated causes.

    c. War has serious physical and psychological effects upon people in war-torn areas.

50. The international system may be looked at as a series of power relationships.

    a. There are many sources or bases of national power in dealing with other nations.

        1) Military capacity is an important factor in the development of national power but not the only one or even the dominant one.

        2) Differences in population, resources and industrial capacity are reflected in differences in national power; that is to say, they are important bases or components of national power.

    b. Nations may pool their power behind

common goals in varying systems of alliances and combinations.

c. In the international system, inequalities of power only invite the use of some form of coercion; the balance of power strategy is based on this premise.

51. Nationalism usually makes people prepared to divert resources and effort into channels in which they will make a maximum contribution to national power.

    a. Nationalism leads to a high degree of intense support within the country for the goals and instruments a nation chooses to use in international affairs.

52. Foreign policy considerations are affected by ideology, considerations of national self-interest, perceptions of power relationships, expectations about how other nations will act, and domestic problems at home.

53. Social scientists develop hypotheses to guide their investigations.

54. A person's frame of reference affects his perceptions and interpretations.

    a. A person's frame of reference is affected by his total life experiences
and affects his perceptions
pretations.

    b. It is impossible to understa
meaning of a piece of writin
out understanding the author
of reference and use of voca

55. The use of different criteria re
ferent classifications.

Skills

The broad skill toward which teachi
timately directed is underlined. A
aspect of a skill or an understandi
to learn a skill is in plain type.

1. Attacks problems in a rational m

    a. Sets up hypotheses.

    b. Sets up ways of testing hypot

    c. Identifies value conflicts.

    d. Considers the relevance of ea
social science disciplines, a
the type of questions asked a
analytical concepts used in t
vant disciplines to help him
the problem.

2. Gathers information effectively.

    a. Listens or reads for main ide

    b. Reads for details.

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and combinations.

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r investigations.

ame of reference affects
ns and interpretations.

frame of reference is af-
his total life experiences

and affects his perceptions and interpretations.

b. It is impossible to understand the meaning of a piece of writing without understanding the author's frame of reference and use of vocabulary.

55. The use of different criteria results in different classifications.

Skills

The broad skill toward which teaching is ultimately directed is underlined. A specific aspect of a skill or an understanding needed to learn a skill is in plain type.

1. Attacks problems in a rational manner.
    - a. Sets up hypotheses.
    - b. Sets up ways of testing hypotheses.
    - c. Identifies value conflicts.
    - d. Considers the relevance of each of the social science disciplines, and uses the type of questions asked and the analytical concepts used in the relevant disciplines to help him analyze the problem.
2. Gathers information effectively.
    - a. Listens or reads for main ideas.
    - b. Reads for details.

c. Draws inferences from tables and charts.

3. Evaluates information.

   a. Checks on the accuracy of information.

      1) Checks on the bias and competency of authors.

         a Differentiates between primary and secondary sources.

      2) Looks for points of agreement and disagreement among witnesses and authors and other sources of information.

      3) Listens for persuasion techniques.

      4) Differentiates between facts, inferences and value judgments.

      5) Differentiates between facts and estimates.

      6) Identifies and examines assumptions to decide whether or not he can accept them.

         a) Identifies cultural assumptions.

   b. Detects inconsistencies.

   c. Checks on the completen
   and is wary of general
   on insufficient evidenc

      1) Examines sample use
      see if it is repres
      population for whic
      tions are being mad

      2) Identifies card sta

      3) Looks for causative
      than those mentione
      information.

         a) Rejects post-ho
         looks for anoth
         may have caused

Attitudes

1. IS CURIOUS ABOUT SOCIAL DA

2. IS SCEPTICAL OF THE FINAL
CONSIDERS GENERALIZATIONS
TENTATIVE, ALWAYS SUBJECT
LIGHT OF NEW EVIDENCE.

3. IS SCEPTICAL OF CONVENTION
DEMANDS THAT WIDELY-HELD A
TIONS BE JUDGED IN ACCORDA
ARDS OF EMPIRICAL VALIDAT

4. VALUES OBJECTIVITY AND DES

s inferences from tables and
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es information.

s on the accuracy of infor-
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Looks for points of agreement and disagreement among witnesses and authors and other sources of information.

Listens for persuasion techniques.

Differentiates between facts, inferences and value judgments.

Differentiates between facts and estimates.

Identifies and examines assumptions to decide whether or not he can accept them.

a) Identifies cultural assumptions.

cts inconsistencies.

c. Checks on the completeness of data and is wary of generalizations based on insufficient evidence.

   1) Examines sample used in study to see if it is representative of the population for which generalizations are being made.

   2) Identifies card stacking.

   3) Looks for causative factors other than those mentioned in source of information.

      a) Rejects post-hoc arguments; looks for another factor which may have caused the later event.

Attitudes

1. IS CURIOUS ABOUT SOCIAL DATA.

2. IS SCEPTICAL OF THE FINALITY OF KNOWLEDGE, CONSIDERS GENERALIZATIONS AND THEORIES AS TENTATIVE, ALWAYS SUBJECT TO CHANGE IN THE LIGHT OF NEW EVIDENCE.

3. IS SCEPTICAL OF CONVENTIONAL TRUTHS AND DEMANDS THAT WIDELY-HELD AND POPULAR NOTIONS BE JUDGED IN ACCORDANCE WITH STANDARDS OF EMPIRICAL VALIDATION.

4. VALUES OBJECTIVITY AND DESIRES TO KEEP

HIS VALUES FROM AFFECTING HIS INTERPRETATION OF EVIDENCE.

a. RESPECTS EVIDENCE EVEN WHEN IT CONTRADICTS PREJUDICES AND PRECONCEPTIONS.

5. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA.

6. EVALUATES SOURCES OF INFORMATION.

7. VALUES THE SCIENTIFIC METHOD.

a. VALUES THE SCIENTIFIC METHOD AND RATIONAL THOUGHT AS APPLIED TO SOCIAL AS WELL AS TO NATURAL DATA.

8. IS SCEPTICAL OF SINGLE-FACTOR THEORIES OF CAUSATION.

9. VALUES CHANGE AS A MEANS OF ACHIEVING GOALS BUT DOES NOT EQUATE CHANGE WITH PROGRESS.

10. IS PATIENT WITH ATTEMPTED REFORMS; LOOKS AT CURRENT SITUATIONS FROM THE PERSPECTIVE OF THE TIME NEEDED FOR CHANGES IN THE PAST.

11. BELIEVES IN THE POSSIBILITIES OF IMPROVING SOCIAL CONDITIONS.

12. VALUES INSTITUTIONS AS A MEANS OF PROMOTING HUMAN WELFARE, NOT BECAUSE OF TRADITION; IS WILLING TO CHANGE INSTITUTIONS AS TIMES CREATE NEW PROBLEMS.

13. APPRECIATES AND RESPECTS THE C
TRIBUTIONS OF OTHER COUNTRIES,
RELIGIONS.

14. VALUES HUMAN DIGNITY.

15. SUPPORTS FREEDOM OF THOUGHT AND
SION.

16. VALUES PROCEDURAL SAFEGUARDS FO
CUSED OF CRIMES.

17. HAS A REASONED LOYALTY TO THE U
SIRES TO MAKE IT AN EVER-BETTER
WHICH TO LIVE.

18. DESIRES TO PROTECT THE RIGHTS O

FROM AFFECTING HIS INTER-
)F EVIDENCE.

EVIDENCE EVEN WHEN IT CON-
PREJUDICES AND PRECONCEP-

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WELFARE, NOT BECAUSE OF
S WILLING TO CHANGE IN-
S TIMES CREATE NEW PROBLEMS.

13. APPRECIATES AND RESPECTS THE CULTURAL CONTRIBUTIONS OF OTHER COUNTRIES, RACES AND RELIGIONS.

14. VALUES HUMAN DIGNITY.

15. SUPPORTS FREEDOM OF THOUGHT AND EXPRESSION.

16. VALUES PROCEDURAL SAFEGUARDS FOR THOSE ACCUSED OF CRIMES.

17. HAS A REASONED LOYALTY TO THE U.S. AND DESIRES TO MAKE IT AN EVER-BETTER PLACE IN WHICH TO LIVE.

18. DESIRES TO PROTECT THE RIGHTS OF MINORITIES.

SUB-UNIT ON HISTORY OF WESTERN EUROPE

OBJECTIVES

A. IS CURIOUS ABOUT SOCIAL DATA.

OUTLINE OF CONTENT

III. The culture of Western Europe i
diffusion of cultural traits fr
and upon innovation from within
both cultural continuity and cu

A. Historians try to recreate e
to the best of their ability
facts and written records wh
tain.

1. They believe that an even
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generalizations or laws b
ed in terms of the total
leading up to it. Howeve
about the value of histor
action.

SUB-UNIT ON HISTORY OF WESTERN EUROPE

OUTLINE OF CONTENT

IOUS ABOUT SOCIAL DATA.

III. The culture of Western Europe is based upon both diffusion of cultural traits from other peoples and upon innovation from within. It illustrates both cultural continuity and cultural change.

  A. Historians try to recreate events of the past to the best of their ability given the artifacts and written records which they can obtain.

    1. They believe that an event cannot be explained merely by certain social science generalizations or laws but must be explained in terms of the total context of events leading up to it. However, they differ about the value of history as a guide to action.

TEACHING PROCEDURES

MATERIALS

1. Tell the class that they are now going to study something about how Western Europe came to be what it is today. Point out that both historians and non-historians differ about the values of history. Some argue that we can generalize from past events and learn to avoid mistakes of peoples in past eras. Others argue that history never repeats itself and so we cannot expect generalizations about the past to hold true in the present or future -- the conditions necessary for the generalization to be true are not the same. Still others argue that history cannot enable us to predict exact consequences but can help us predict possible consequences of certain courses of action with greater accuracy than we could just by sheer guess-work.

   Ask: Which of these positions do you think you would take at the present time? Why? Then point out that as they study the course of European history they should keep these points of view in mind and see if they change their present opinion.

   Also point out that historians generally believe that past events are necessary to explain events which follow and things which are happening today. They would accept this idea whether or not they agree that one can generalize from history or use history to predict or help one choose a course of action. As pupils study this section of the Unit on Western Europe and other units during the year, they should try to decide whether or not they agree.

2 Now give pupils a quick overview of the sub-unit on the history of Western Europe. Also give them a list of suggested individual and small group activities on which they might work during the sub-unit on the history of

A. **IS CURIOUS ABOUT SOCIAL DATA.**

S. Checks on the completeness of data.

2. Historians and other scien
to recreate the historical
but they try to come as cl
as possible.

   a. Historians and other so
   who try to recreate the
   capped by incomplete re
   and written accounts).

ROUS ABOUT SOCIAL DATA.

s on the completeness of data.

2. Historians and other scientists cannot hope to recreate the historical past completely, but they try to come as close to doing so as possible.

   a. Historians and other social scientists who try to recreate the past are handicapped by incomplete records (artifacts and written accounts).

Western Europe. Let them suggest others and then write down their first three choices on slips of paper to be turned in at the end of the hour. Give them their assignments the next day.

3. Give pupils a word association test. They should write down the first three words they think of as you say the following words: Greece, Rome, Middle Ages. Have a committee classify the words in groups and report on the kinds of things with which pupils associate each word.

4. Say: We are going to spend a few days now investigating prehistoric man and the men of ancient civilizations. Suppose you were a scientist and wanted to find out what men were like and how they lived before men developed writing. How would you approach your task? What sources might you be able to use? Why would artifacts present only an incomplete picture of how early men lived?

Stavrianos, Readin
World History, pp.
White, Lost Worlds
Ceram, March of Ar
esp. pp. 32-51 and
Deetz, Invitation
Archaeology.

Have all members of the class read some article or book or sections of a book on the work of physical anthropologists and archaeologists who are trying to find out what early man was like and how he lived in prehistoric times.

Afterwards discuss: Why is it difficult to be sure about the conclusions which these scientists draw? Would you expect a textbook published in the 1930's and a text published in the last few years to have a similar interpretation on the prehistoric period and early men? Why or why not?

5 Have some pupil compare the treatment of prehistoric men, especially those living in Mesopotamia and Egypt, in a text of the 1930's and one published in very recent times. Be sure to select a recent one which includes an up-to date interpretation based upon recent findings. The pupil

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Stavrianos, Readings in World History, pp. 35-40.
White, Lost Worlds.
Ceram, March of Archaeology, esp. pp. 32-51 and book 4.
Deetz, Invitation to Archaeology.

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A. IS SCEPTICAL OF THE FINALITY OF KNOWLEDGE, CONSIDERS GENERALIZATIONS AND THEORIES AS TENTATIVE, ALWAYS SUBJECT TO CHANGE IN THE LIGHT OF NEW EVIDENCE.

S. Checks on the completeness of data and is wary of generalizations based on insufficient evidence.

S. Checks on the bias and competency of authors.

S. Distinguishes between facts, inferences and value judgments.

b. Historians must apply va
ques of historical criti
decide whether or not an
document is what it purp
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guishes between facts, infer-
and value judgments.

b. Historians must apply various techniques of historical criticism to try to decide whether or not an artifact or document is what it purports to be and how much faith to put in what an author has written about events.

should prepare a dittoed sheet for the class on any differences he finds.

6. Another pupil might investigate the hoax of the Piltdown Man and report his findings to the class.

7. Tell the class about Beard's 4-fold classification of history: history as actuality, history as remains, history as authenticated facts, and history as interpretation.

   Now ask: Do you think that historians are able to recreate history as actuality for periods after men learned to write? What problem would the historian face in trying to recreate history from written records? Use further questions as needed to help pupils understand the problems raised by incomplete records (e.g. the lack of a number of witnesses to an event, the sample bias created by the selectivity of those who wrote), the biases which they might present, and the possibilities of fraud in written accounts.

8. Perhaps have a pupil report on historical forgeries. Or tell the class about a few examples to help them understand why the historian must investigate the question "Is this document what it purports or pretends to be?" as well as the question "How much faith can we put in this document as a presentation of what actually happened?"

   See any book on
   ical method.

   If pupils have come through earlier courses in the Center's curriculum, they should have a fairly good idea already about the kinds of questions which need to be asked about the bias and competency of witnesses and authors. If not,

   The Shaping of
   ciety, Unit I (
   lesson plans).

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competency of witnesses and authors. If not,

The Shaping of Western Society, Unit I (reading and lesson plans).

G. The use of different criteria result in different classifications.

G. A person's frame of reference is affected by his total life experiences and affects his perceptions and interpretations.

S. Identifies and examines assumptions to decide whether or not he can accept them.

S. Distinguishes between facts, inferences and value judgments.

S. Checks on the bias and competency of authors.

S. Checks on the completeness of data and is wary of generalizations based on insufficient evidence.

S. Sets up hypotheses.

S. Looks for points of agreement and disagreement among witness and authors and other sources of information.

G. Social scientists develop hypotheses to guide their investigations.

c. Both original authors o
uments and historians i
in terms of their frame

of different criteria re-
different classifications.

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and other sources of in-
on.

scientists develop hypotheses
e their investigations.

c. Both original authors of historical documents and historians interpret events in terms of their frame of reference.

you may wish to use several of the lessons developed by the Carnegie Institute of Technology to help pupils understand what history is and how a person's frame of reference affects what he writes and how he interprets events.

9. Even if pupils have come through the earlier courses, you might use several of the Carnegie lessons such as the transcript of the recording by Bikel on "Digging the Weams" or the recording itself; the ink blot transparency to illustrate how a person's frame of reference can affect interpretations, and the story of the miracle during the early days of feudalism. Use the Carnegie Guide's suggestions for questions to help pupils understand the problems of reconstructing history from incomplete remains, the influence of a person's frame of reference, and the problem of deciding how much faith to put in a document.

The Shaping of Wes
ciety.
Recording: Bravo,
Electra #175.

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The Shaping of Western Society.
Recording: Bravo, Bikel,
Electra #175.

S. Considers the relevance of each of the social science disciplines, and uses the type of questions asked and the analytical concepts used in the relevant disciplines to help him analyze the problem.

G. It is impossible to understand the meaning of a piece of writing without understanding the author's frame of reference and use of vocabulary.

G. It is impossible to understand the meaning of a piece of writing without understanding the author's frame of reference and use of vocabulary.

G. Culture traits may change through a process of diffusion.

B. The roots of Western European
be found in the merging of c
from the Middle East by the
sical culture of ancient Gre
ideas of the Judo-Christian
culture of the tribes who sw
Europe and later brought abo
the Roman Empire.

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g of a piece of writing with-
derstanding the author's frame
erence and use of vocabulary.

e traits may change through
ess of diffusion.

B. The roots of Western European civilization can be found in the merging of culture borrowed from the Middle East by the Greeks, the classical culture of ancient Greece and Rome, the ideas of the Judo-Christian relgions, and the culture of the tribes who swept into Western Europe and later brought about the downfall of the Roman Empire.

10. Point out that the class will be paying some attention to the ancient Greek civilization because many historians believe that Western European culture is based in part upon cultural traits developed in ancient Greece.

    Now have a good student illustrate on the chalkboard some of the difficulties which historians face in studying Greek records because of the changing meaning of words. He might write certain key words on the chalkboard and define them as the ancient Greeks did -- or even show changing meanings of these words for the Greeks as well as our typical English translations.

Guthrie, The Greek
ophers, ch. I.

11. Tell the class that although most historians would identify Ancient Greece as the first of the Western European cultures, most also feel that one must know something about earlier life in Asia Minor because of the fact that important elements of Greek culture were borrowed or adapted from the great river valley civilization of the Tigris-Euphrates Valley. Moreover, to understand the accomplishments of this earliest of civilizations in the world, one must know something about how early men lived prior to the development of such a civilization.

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t Greek civilization because many histor-
that Western European culture is based in
tural traits developed in ancient Greece.

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hments of this earliest of civilizations in
e must know something about how early men
o the development of such a civilization.

Guthrie, The Greek Philosophers, ch. 1.

G. Culture traits may change through a process of innovation from within.

G. Output can be increased by the development of tools and power to replace manpower.

G. Changes in one aspect of a society will have effects on other aspects; changes will ramify whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.

G. Language facilitates communication, the development of an on-going culture, and reasoning.

A. APPRECIATES AND RESPECTS THE CULTURAL CONTRIBUTIONS OF OTHER COUNTRIES, RACES, AND RELIGIONS.

G. Culture traits may change through a process of innovation from within.

G. Output is affected by the quality as well as the quantity of natural resources.

1. The first civilization in
   in Ancient Crete and Gree
   rowed heavily from the ea
   tions which developed in
   East.

   a. Prior to the developme
      civilizations in the r
      early men had develope
      tremely important inve

      1) Men developed a spo
         facilitated communi
         velopment of cultur

      2) Men began to make t
         stone.

      3) Men finally learned
         domesticate animals
         food rather than re
         hunting and food ga
         meant that they cou
         number of articles
         bersome for nomad

      4) Man learned to use

   b. The earliest civiliza
      river vallies.

      1) Perhaps only on la
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CONTRIBUTIONS OF OTHER COUN-
RACES, AND RELIGIONS.

e traits may change through
ess of innovation from with-

is affected by the quality
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ces.

1. The first civilization in Europe developed in Ancient Crete and Greece, but both borrowed heavily from the earlier civilizations which developed in the ancient Middle East.

   a. Prior to the development of the great civilizations in the river valleys, early men had developed a number of extremely important inventions.

      1) Men developed a spoken language which facilitated communication and the development of culture.

      2) Men began to make tools of wood and stone.

      3) Men finally learned to grow grain and domesticate animals; they settled down to raise food rather than relying upon roving hunting and food gathering. This also meant that they could make and use a number of articles which were too cumbersome for nomad groups to use.

      4) Man learned to use and then make fire.

   b. The earliest civilizations developed in river vallies.

      1) Perhaps only on land irrigated and fertilized by floods could man prior to certain technological developments grow enough food to support large pop-

12. Say: Suppose you were in an airplane which is forced down in a wilderness area in the Canadian wilds. You get out of the plane before it burns but lose all equipment on the plane. Why would you be better off than earliest men even if you discount the clothing you have on your back? (Try to help pupils understand how ideas about tools, planting crops, making fire, etc. would give them an advantage.)

    Now have the class read brief accounts of how men lived prior to the development of civilization in Sumer. Or show the filmstrips from the Life Epic of Man series on the period prior to Sumer. Discuss the influence of each of the major discoveries mentioned in the filmstrips or in the reading.

    Review what pupils learned about the importance of language when they studied the seventh grade course on Sociology. If pupils have not come through this course, you may wish to use several of the activities in the unit on "Socialization" in that course in order to teach the importance of the development of language.

Texts on World Hi
itors of Life, Th
Man, chs. 1-3.
Filmstrips: Man
the Earth; The Da
ligion; The Growt
ciety; Discovery
ture. Life Films

13. Use a world map or a map of Europe and the Middle East to point out the Tigris-Euphrates valley. Then have pupils read brief accounts of how civilization grew up in this valley and of the achievements of the ancient peo-ple's in this area. Most members of the class might

Stavrianos, ed.,
in World History
47; Stavrianos, G
tory of Man, pp.

se you were in an airplane which is forced ilderness area in the Canadian wilds. You the plane before it burns but lose all equip- plane. Why would you be better off than n even if you discount the clothing you have k? (Try to help pupils understand how ideas , planting crops, making fire, etc. would an advantage.)	
e class read brief accounts of how men lived e development of civilization in Sumer. Or lmstrips from the Life Epic of Man series on prior to Sumer. Discuss the influence of each r discoveries mentioned in the filmstrips or ing.	Texts on World History. Editors of Life, The Epic of Man, chs. 1-3. Filmstrips: Man Inherits the Earth; The Dawn of Religion; The Growth of Society; Discovery of Agriculture. Life Filmstrips.
pupils learned about the importance of lan- they studied the seventh grade course on So- f pupils have not come through this course, n to use several of the activities in the unit zation" in that course in order to teach the of the development of language.	
map or a map of Europe and the Middle East t the Tigris-Euphrates valley. Then have pu- rief accounts of how civilization grew up in and of the achievements of the ancient peo- s area. Most members of the class might	Stavrianos, ed., Readings in World History, pp. 42-47; Stavrianos, Global History of Man, pp. 77-80.

G. Every economic system faces scarcity or a lack of enough productive resources to satisfy all human wants.

G. Whenever things valued by a society are scarce, there will be differentiated access to and control of these valued and scarce things by sub-groups within the society.

G. The development of cities is dependent upon the development of agricultural surpluses, specialization, and trade.

G. Writing facilitates communication and the cumulativeness of culture.

G. Output can be increased by the development of tools and power to replace manpower.

G. Division of labor and specialization make possible increased production.

S. Can use the conventional system of chronology.

S. Notes durations of periods or events.

S. Makes and interprets timelines.

ulations and cities
a chance for time t
than raise their ow

2) Irrigation in flood
quired men to cooper
large numbers in or
keep in repair the
and dikes.

c. The earliest river vall
arose between the Tigri
rivers about 4000 B.C.
ventions and ideas deve
ple in this valley the
Yellow River Valley in
Valley, and the Indus
Together, the different
Middle East developed
were borrowed by other

1) The people develope
made pottery, the wh
a plow, etc.

2) They developed a ca
farmer.

3) The people in Mesop
a form of writing,
alphabet. Later th
veloped an alphabet

4) About 1200 B.C. iro
and replaced bronze
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economic system faces scar-
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ulations and cities and give some men a chance for time to do other things than raise their own food.

2) Irrigation in flood valleys also required men to cooperate together in large numbers in order to dig and keep in repair the necessary ditches and dikes.

c. The earliest river valley civilization arose between the Tigris and Euphrates rivers about 4000 B.C. Many of the inventions and ideas developed by the people in this valley then spread to Greece, the Yellow River Valley in China, the Nile Valley, and the Indus River in India. Together, the different peoples of the Middle East developed many ideas which were borrowed by other peoples.

1) The people developed bronze, wheel-made pottery, the wheel for vehicles, a plow, etc.

2) They developed a calendar to help the farmer.

3) The people in Mesopotamia developed a form of writing, although not an alphabet. Later the Phoenicians developed an alphabet.

4) About 1200 B.C. iron was developed and replaced bronze as the major metal. It was much cheaper than bronze and could be made by many men who were

read Kramer's short article in Stavrianos' Readings. Others might read a brief text account, the easy Epic of Man account, or the more difficult and more comprehensive treatment in one of the books by McNeill.

Afterwards, discuss: What advantages did such a river valley have over hills or other types of plains for the development of cities and civilization? Why do you think the people in the valley developed a series of autocratic governments? Which of the inventions of the different peoples of ancient Asia Minor do you consider the most important? Why? (Include those of the alphabet by the Phoenicians and monotheism by the Jews,)

Or instead, you might select volunteers to argue for the importance of different inventions in an informal roundtable discussion.

Instead of the reading and discussion, you might show the filmstrip on Sumer and follow it with a discussion of some of the important inventions.

Be sure to take time to diagram our system of dating events before the Birth of Christ. Have pupils do an exercise in which they must arrange the following dates in chronological order: 967 B.C., 354 B.C., 55 B.C., 250A.D., and 2000 A.D.

Have a committee begin a timeline to start with the development of the river valley civilization of Sumer and to continue through the course of the sub-unit. Review with the class the way in which a timeline is built and must be interpreted. Then have the class note the length of duration of the civilization at Sumer.

Editors of Life, T
of Man, ch. 4.
McNeill, A World H
pp. 11-18, 49-52,
McNeill, Rise of t
pp. 11-58.
Chiera, They Wrote
Filmstrip: Sumer:
Great Civilization
Filmstrip.
Chenery, et. al.,
pp. 51-73.

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Editors of Life, The Epic of Man, ch. 4.
McNeill, A World History, pp. 11-18, 49-52, 56-69.
McNeill, Rise of the West, pp. 11-58.
Chiera, They Wrote on Clay.
Filmstrip: Sumer: First Great Civilization, Life Filmstrip.
Chenery, et. al., Lost Worlds, pp. 51-73.

not rich. It revoluti
as well as otber tools

5) They developed adminis
ques for holding an em

6) The Hebrews developed
otheism.

d. The earliest civilizatior
ernments in which the fev
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materials produced by th

G. Output can be increased by the development of tools and power to replace manpower.

G. The development of cities is dependent upon the development of agricultural surpluses, specialization, and trade.

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river valleys because th
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upon the development of agri-
ral surpluses, specialization,
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CIATES AND RESPECTS THE CUL-
CONTRIBUTIONS OF OTHER COUN-
, RACES AND RELIGIONS.

not rich. It revolutionized warfare as well as otber tools.

5) They developed administrative techniques for holding an empire together.

6) The Hebrews developed the idea of monotheism.

d. The earliest civilizations developed governments in which the few rulers and aristocrats were supported by the food and other materials produced by the many.

e. The invention of the plow made it possible for men to farm other areas than fertile river valleys because they could farm more land than without a plow and so could grow enough food to support large populations even without the annual flooding and fertilization.

2. Crete and other Aegean islands served as a stepping stone for culture from the Middle East to Greece; however, Crete borrowed only selectively and developed a rich culture of its own. The great civilization of ancient Crete was finally destroyed.

14. Read aloud a quotation from McNeill on the importance of the plow to areas outside of river valleys. ("Plowing ... allowed men to cultivate far more land than they could hope to do with hoes and digging sticks, so that by gathering a less abundant crop from more land the farmer could maintain or even increase his food supply ... farmers often found themselves able to raise a considerable surplus of food even on land not refreshed by river silt or watered by irrigation channels?") McNeill claimed the plow made possible the development of cities outside of river valleys.

McNeill, World Hi
pp. 22-23.

Now point out that the class will turn to the development of civilization first in Crete and then in Greece.

15. Show the filmstrip on Crete: The Minoan Age or have a pupil give an illustrated report on Crete.

Filmstrip: Crete:
Age, Life Filmstr
Editors of Life,
Chenery, et. al.,
pp. 97-109.

n quotation from McNeill on the importance of areas outside of river valleys. ("Plowing men to cultivate far more land than they to do with hoes and digging sticks, so that ng a less abundant crop from more land the ld maintain or even increase his food supply s often found themselves able to raise a con- urplus of food even on land not refreshed lt or watered by irrigation channels?")McNeill made possible the development of cities out- ver valleys.	McNeill, World History, pp. 22-23.
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lmstrip on Crete: The Minoan Age or have a an illustrated report on Crete.	Filmstrip: Crete: The Minoan Age, Life Filmstrip. Editors of Life, Epic of Man. Chenery, et. al., Lost Worlds, pp. 97-109.

G. People who are in contact with each other are likely to borrow cultural traits from each other.

G. The significance of location depends upon cultural contributions both within and outside of a country.

S. Sets up hypotheses.

G. The topography of a region may present limitations given a specific level of technology; however, men have learned to overcome many of the earlier limitations.

G. Culture traits may change through a process of diffusion.

G. People who are in contact with each other are likely to borrow cultural traits from each other.

G. Culture traits may change as a result of innovation from within.

G. A given culture is an integrated whole, based on fundamental postulates or values.

3. The ancient Greeks develop
basic ideas which have com
important strands in weste
civilization. We shall fo
Greeks in the Age of the f
but will examine some othe
Greek history as well.

   a. The Greeks borrowed sel
   Middle East and adapted
   row to their own partic
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   b. All of Greek society in
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are likely to borrow cultural
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of innovation from within.

en culture is an integrated
, based on fundamental postu-
or values.

3. The ancient Greeks developed many of the basic ideas which have come down to us as important strands in western thought and civilization. We shall focus upon the Greeks in the Age of the fifth century B.C. but will examine some other aspects of Greek history as well.

   a. The Greeks borrowed selectively from the Middle East and adapted what they did borrow to their own particular situation. They were also great innovators.

   b. All of Greek society in the fifth century B.C. was affected by Greek cultural values.

16. Have pupils look at a map showing Crete in relationship to Greece and to the Middle East. Then ask: How do you think Crete may have influenced ancient Greece? Was it important only because it helped pass on ideas from the Middle East ?	Map of the Eastern ranean.
17. Show pupils a map of Greece and have them identify some of the chief physical features. Ask: How easy do you think it would have been, given the technology of the period, to unite Greece under one government? Why? Have the class set up hypotheses to test later.	Map of Greece.
18. Perhaps show the filmstrip on Homeric Greece to illustrate life in an earlier period than the one used as a focus in this unit. Have pupils pick out cultural traits which resembled in some way and those which differed from: a) the culture of the ancient Middle East, and b) the culture of Minoan Crete.	Filmstrip: Homeri Life Filmstrip.
19. A pupil might prepare a bulletin board display on "Cultural Diffusion from the Middle East to Greece."	
20. When the materials have been made available by a publisher, you may wish to use the Carnegie Institute of Technology lessons on Greece in the Golden Age. Until they become available, you might modify the lessons as follows:	

ook at a map showing Crete in relationship to the Middle East. Then ask: How do te may have influenced ancient Greece? Was only because it helped pass on ideas from st ?	Map of the Eastern Mediterranean.
map of Greece and have them identify some physical features.	Map of Greece.
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G. Cultural traist may change as a result of diffusion.

G. Every economic system faces scarcity or a lack of enough productive resources to satisfy all human wants.

G. Whenever things valued by a society are scarce, there will be differentiated access to and control of these valued and scarce things by subgroups within the society.

G. Class membership has certain effects on life and behavior; that is, it carries with it certain class correlates.

S. Sets up hypotheses.

G. A given culture is an integrated whole, based upon fundamental postulates or values.

G. Many people believe that their culture is superior to all others.

S. Differentiates between primary and secondary sources.

S. Tests hypotheses against data.

S. Looks for points of agreement and disagreement among witnesses and authors and other sources of information.

1) The liesurely life
made possible by a
Greek citizens did
as the same as human
looked down upon the
Greeks.

2) Athenians valued the
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ors and other sources of infor-
on.

1) The liesurely life of citizens was made possible by a system of slavery; Greek citizens did not think of slaves as the same as human beings. They looked down upon the culture of non-Greeks.

2) Athenians valued the full development of the potential of human beings, both physical and intellectual; they enjoyed life, valued beauty, and believed in moderation and loyalty to the "Polis."

a. Have pupils read the introduction to the section in Unit II in the course on "Shaping of Western Society."

See "Selected Readi
European History."

b. Have a pupil or group of pupils use a copy of Davis, A Day in Old Athens and report to the class their findings as related to the questions raised in lesson two of the Carnegie Institute unit.

Davis, A Day in Old
pp. 16-25.

c. Have several pupils use the translation of Antigone from Sophocles to prepare a tape recording of the chorus beginning "Wonders are many, and none is more wonderful than man...." Play it to the class after the class has read the introduction to reading 8 in the Carnegie unit. Then have the class analyze the question raised in the lesson and test their hypotheses developed after hearing the report on the Davis selection. Use the pictures as suggested in the lesson plan and have the class try to identify the values each rep-

Oates and O'Neill,
7 Famous Greek Pla
199.
"Teacher's Supple
on Western Europe

pils read the introduction to the section in in the course on "Shaping of Western Society."	See "Selected Readings on European History."
pupil or group of pupils use a copy of Davis, *n Old Athens* and report to the class their s as related to the questions raised in lesson the Carnegie Institute unit.	Davis, *A Day in Old Athens*, pp. 16-25.
everal pupils use the translation of Antigone phocles to prepare a tape recording of the beginning "Wonders are many, and none is more ful than man...." Play it to the class after ss has read the introduction to reading 8 in egie unit. Then have the class analyze the ques- aised in the lesson and test their hypotheses ped after hearing the report on the Davis selec- Use the pictures as suggested in the lesson plan e the class try to identify the values each rep-	Oates and O'Neill, Jr., eds., *7 Famous Greek Plays*, pp. 198-199. "Teacher's Supplement to Unit on Western Europe."

G. In all societies people are expected to behave in certain ways and are taught that certain things are good and certain things are bad.

G. The contrast between democratic and non-democratic political systems may be looked at as a conflict in basic underlying values. (There is a difference in value assumption about the individual, his worth and competence; democracy accords the individual a greater role in the direct determination of his destiny.)

G. Freedom's relationship to democracy is a close and obvious one; the organization of majorities, the competition in goals, and the ability to oppose which democracy presents.

3. The Greeks developed a dem
zens; they believed that c
capable of governing thems
democracy was direct democ
representative democracy.

societies people are ex-
to behave in certain ways
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n-democratic political sys-
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rth and competence; democ-
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on of his destiny.)

m's relationship to democra-
a close and obvious one; the
ization of majorities, the
ition in goals, and the abil-
oppose which democracy pre-
.

3. The Greeks developed a democracy for citizens; they believed that citizens were capable of governing themselves. Greek democracy was direct democracy rather than representative democracy.

d. Have two students tape-record their dramatization of the selections suggested from Homer. Play the tape and have the class analyze the questions raised in the Carnegie lesson.	Agard, *The Greek* 97. "Teacher's Supple on Western Europe
e. Using a copy of Agard, *The Greek Mind,* project the Hesiod quotation and have the class discuss the questions raised in the lesson.	Agard, *The Greek* "Teacher's Supple on Western Europe
f. Have a pupil prepare a series of transparencies of some of the Greek aphorisms in large print. He should project them one by one as the class discusses the values expressed. Then discuss question 2 in the Carnegie lesson.	Agard, *The Greek* 107. "Teacher's Supple on Western Europe
g. Read aloud Aristotle's discussion of the "mean." Then have the class discuss the two questions suggested in the Carnegie lesson.	Agard, *The Greek* 107.
h. Have pupils read Pericles' *Funeral Oration* and answer the questions raised in the Carnegie lesson. Then have a pupil report, using several quotations, on the criticisms made by Pseudo-Xenophon. Then have pupils compare Athenian democracy with our own. Also ask: Could we use the direct type of democracy found in Athens? Why or why not?	See "Selected Rea European History," ed., *The Greek Hi* pp. 633-43.

o students tape-record their dramatization of ections suggested from Homer. Play the tape e the class analyze the questions raised in the c lesson.	Agard, *The Greek Mind,* pp. 96-97. "Teacher's Supplement to Unit on Western Europe."
copy of Agard, *The Greek Mind,* project the quotation and have the class discuss the ques- aised in the lesson.	Agard, *The Greek Mind*, p. 102. "Teacher's Supplement to Unit on Western Europe."
pupil prepare a series of transparencies of the Greek aphorisms in large print. He should them one by one as the class discusses the expressed. Then discuss question 2 in the Car- esson.	Agard, *The Greek Mind,* pp. 106-107. "Teacher's Supplement to Unit on Western Europe."
oud Aristotle's discussion of the "mean." ve the class discuss the two questions sug- in the Carnegie lesson.	Agard, *The Greek Mind*, pp. 106-107.
pils read Pericles' *Funeral Oration* and answer stions raised in the *Carnegie lesson*. Then pupil report, using several quotations, on the sms made by Pseudo-Xenophon. Then have pupils Athenian democracy with our own. Also ask: e use the direct type of democracy found in Why or why not?	See "Selected Readings on European History," Godolphin, ed., *The Greek Historians,* II, pp. 633-43.

supposes, all depend on a high degree of personal freedom.

G. Representative democracies have almost entirely replaced direct democracy, largely for the practical reasons of great numbers and geographical area and the increased need for expertise in policy-making.

A. APPRECIATES AND RESPECTS THE CULTURAL CONTRIBUTIONS OF OTHER COUNTIRES, RACES AND RELIGIONS.

S. Checks on the bias and competency of authors.

S. Sees meaningful differences between eras; notes relationships within any era between institutions and cultural assumptions.

S. Tests hypotheses against data.

A. IS SCEPTICAL OF THEORIES OF SINGLE CAUSATION.

A. SUPPORTS FREEDOM OF THOUGHT AND EXPRESSION.

i. Have pupils read Thucydides' comments about the difficulties of reporting what was said in speeches.	See "Selected Readi European History."
j. Finally, have the class read the selection from the Carnegie Institute unit on "The Heritage of Greece."	See "Selected Readi European History."
21. Have a pupil present a very brief report on the Greek Polis and the failure of the Greeks to unite under a lasting form of government. Then have the class check the hypotheses which they formed earlier about the possible effects of Greek physical features upon attempts to unite. Ask: Was the failure due to physical features, to other factors, or to both?	World History texts McNeill, World Hist 87, 90-93, 96-97, 141-143.
22. Have a pupil tell the class a little about Socrates and his beliefs. Then have the class read an excerpt from Plato's Diologues in which he describes Socrates' technique. Discuss: How did Socrates try to teach the young men of Athens? (Perhaps quote Guthrie on the essence of the Socratic technique.)	Edman, ed., The Wo pp. 9-11. Guthrie, The Greek pp. 74-75, 77-78.

s read Thucydides' comments about the dif- of reporting what was said in speeches.	See "Selected Readings on European History."
ave the class read the selection from the nstitute unit on "The Heritage of Greece."	See "Selected Readings on European History."
present a very brief report on the Greek failure of the Greeks to unite under a of government. Then have the class check s which they formed earlier about the pos- of Greek physical features upon attempts k: Was the failure due to physical fea- er factors, or to both?	World History texts. McNeill, World Hist., pp. 86-87, 90-93, 96-97, 127-131, 141-143.
tell the class a little about Socrates and Then have the class read an excerpt from gues in which he describes Socrates' tech- ss: How did Socrates try to teach the young ? (Perhaps quote Guthrie on the essence of technique.)	Edman, ed., The Works of Plato, pp. 9-11. Guthrie, The Greek Philosophers, pp. 74-75, 77-78.

A. SUPPORTS FREEDOM OF THOUGHT AND EXPRESSION.

S. Checks on the bias and competency of authors.

A. APPRECIATES AND RESPECTS THE CULTURAL CONTRIBUTIONS OF OTHER COUNTRIES, RACES AND RELIGIONS.

S. Generalizes from data.

23. Now show the film The Death of Socrates. Discuss: Why do you think Socrates has made such a great impression on men down through the ages?	Film: The Death of (You Are There T.V. McGraw-Hill.
Also have pupils read brief excerpts of Socrates' statement to the jury. Several pupils may wish to read the entire "Apology" and the "Crito" and tell the class more about Socrates' ideas.	"Selected Readings History." Edman, ed., The Phi of Plato.
Make sure that pupils realize that Plato is reporting all of the dialogues from memory and even hearsay. Ask: Why is it important to recognize this fact?	
24. A good student might tell the class about the contributions made by Aristotle and the other Greeks to science and math.	A beginning discuss found in Nat'l. Geo Everyday Life in An
25. Use several of the Life articles on Greece to present further illustrations of some of the ideas developed earlier about Greece, to add other characteristics, and to illustrate changes which took place. Use an opaque projector to show the pictures.	The first of a seri icles appeared in L 4, 1960. They have brought together in by Bowra on Classic
Perhaps show the filmstrip Athens to illustrate further the translation of Greek ideals into art and architecture.	Filmstrip: Athens, strips.
26. A good student might like to write a report summarizing the ideas in Plato's Republic. He should compare these ideas with the more prevalent Greek ideas of the 5th century.	
27. Have a committee begin a booklet on "Medicine Down Through the Ages in Western Europe." They should prepare the section on Medicine in Greece at this time. They should sum-	Atkinson, Magic, My Medicine, ch. 3; Ga Story of Medicine,

film *The Death of Socrates*. Discuss: Why Socrates has made such a great impression hrough the ages?	Film: *The Death of Socrates*, (You Are There T.V. Series), McGraw-Hill.
ils read brief excerpts of Socrates' state- ury. Several pupils may wish to read the gy" and the "Crito" and tell the class more s' ideas.	"Selected Readings in European History." Edman, ed., *The Philosophy of Plato*.
t pupils realize that Plato is reporting all ues from memory and even hearsay. Ask: Why nt to recognize this fact?	
t might tell the class about the contribu- Aristotle and the other Greeks to science	A beginning discussion can be found in Nat'l. Geog. Soc., *Everyday Life in Ancient Times*.
f the *Life* articles on Greece to present trations of some of the ideas developed Greece, to add other characteristics, and changes which took place. Use an opaque show the pictures.	The first of a series of articles appeared in *Life* on Jan. 4, 1960. They have been brought together in a book by Bowra on *Classical Greece*.
the filmstrip *Athens* to illustrate further on of Greek ideals into art and architecture.	Filmstrip: *Athens*, Life filmstrips.
t might like to write a report summarizing Plato's *Republic*. He should compare these e more prevalent Greek ideas of the 5th cen-	
tee begin a booklet on "Medicine Down Through estern Europe." They should prepare the sec- ine in Greece at this time. They should sum-	Atkinson, *Magic, Myth and Medicine*, ch. 3; Garland, *Story of Medicine*, chs. 3-4;

G. A given culture is an integrated whole, based on fundamental postulates or values.

G. Culture traits may change through a process of diffusion.

G. Culture traits may change through innovation from within.

G. Culture traits may change through a process of diffusion.

G. Migration of people from one part of the world to another involves the movement of culture and material objects, thus resulting in changes in the area to which people migrate.

4. Ancient Rome borrowed and
both from the Middle East
Greece, added many of its
ularly of a practical bent
of its culture to other pe
conquered.

n culture is an integrated
based on fundamental post-
or values.

e traits may change through
ess of diffusion.

e traits may change through
tion from within.

e traits may change through
ess of diffusion.

ion of people from one part
world to another involves the
nt of culture and material ob-
thus resulting in changes in
ea to which people migrate.

4. Ancient Rome borrowed and adapted ideas both from the Middle East and from Ancient Greece, added many of its own ideas, particularly of a practical bent, and spread much of its culture to other peoples whom it conquered.

marize their findings for the class. Then discuss: What differences do you notice between these ideas and ours about disease?

Walker, Story of M
chs. 2.

28. A pupil might like to read one or more of the introductory chapters in Hamilton's The Greek Way. He should write a paper describing the chief characteristics of Greek culture as identified by Hamilton.

Hamilton, The Gree
(A version of one
pears in Nat'l. Ge
Everyday Life in A

29. Go back to the reactions of the class on the word association test to the word "Greece." Perhaps repeat just this part of the association test and see if pupils still react in the same way or if their associations have changed. If they have changed, discuss the reasons for the changes.

30. Now quote Hamilton and perhaps several other authors on the importance of Ancient Greece to Western Civilization.

e.g. McNeill, A Wo
p. 95.
Hamilton, The Gree
10.

31. Have a pupil give an illustrated report on the rise of Rome and Rome under the Republic. He should use the filmstrip Kings and Consuls but should add to the data in the lecture note booklet with data acquired from other sources. Discuss: What aspects of the culture seem different than those of Greece? Which seem the same? How might you account for some of the similarities?

Filmstrip: Kings a
(from series on Ro
Eternal City), Lif

r findings for the class. Then discuss: rences do you notice between these ideas bout disease?	Walker, Story of Medicine, chs. 2.
ght like to read one or more of the intro- apters in Hamilton's The Greek Way. He should per describing the chief characteristics of ure as identified by Hamilton.	Hamilton, The Greek Way. (A version of one chapter appears in Nat'l. Geog. Soc., Everyday Life in Ancient Times.)
the reactions of the class on the word as- est to the word "Greece." Perhaps repeat just of the association test and see if pupils in the same way or if their associations have f they have changed, discuss the reasons for .	
amilton and perhaps several other authors on nce of Ancient Greece to Western Civilization.	e.g. McNeill, A World History, p. 95. Hamilton, The Greek Way, pp. 7, 10.
l give an illustrated report on the rise of me under the Republic. He should use the ings and Consuls but should add to the data ure note booklet with data acquired from other iscuss: What aspects of the culture seem dif- those of Greece? Which seem the same? How ccount for some of the similarities?	Filmstrip: Kings and Consuls (from series on Rome: The Eternal City), Life Filmstrip.

A. IS SCPETICAL OF THEORIES OF SINGLE CAUSATION.

G. Culture traits may change through a process of diffusion.

G. Culture triats may change through innovation from within.

A. APPRECIATES AND RESPECTS THE CULTURAL CONTRIBUTIONS OF OTHER COUNTRIES, RACES AND RELIGIONS.

S. Sees meaningful differences between eras; notes relationships within any era between institutions and cultural assumptions.

G. The individual citizen or participant in the political system approaches the political process with a complex of political attitudes, outlooks, values, and goals.

G. Output can be increased by the development of tools and power to replace manpower.

a. The people of the city
and united first all cf
conquered most of the l
the Mediterranean Sea a
Europe; the early Roman
Republic dominated by t

b. A number of factors bro
overthrow of the Republ
lishment of the Empire.

c. Rome borrowed and adapt
traits from ancient Gre
cient Middle East.

d. Roman contributions to
largely in the practica
than in the intellectua
realm so evident among

1) The Romans borrowed
instration and contr
from the ancient Mid
also elaborated upon
developed new ways c
holding together an

2) The Romans developed
tant ideas about law

CPETICAL OF THEORIES OF SINGLE
ATION.

ure traits may change through
ocess of diffusion.

ure triats may change through
vation from within.

ECIATES AND RESPECTS THE CUL-
L CONTRIBUTIONS OF OTHER COUN-
S, RACES AND RELIGIONS.

meaningful differences between
; notes relationships within any
between institutions and cultur-
ssumptions.

individual citizen or partici-
in the political system app
ches the political process with
mplex of political attitudes,
ooks, values, and goals.

ut can be increased by the de-
pment of tools and power to re-
e manpower.

a. The people of the city of Rome conquered and united first all of Italy and then conquered most of the land bordering on the Mediterranean Sea and much of Western Europe; the early Roman government was a Republic dominated by the aristocrats.

b. A number of factors brought about the overthrow of the Republic and the establishment of the Empire.

c. Rome borrowed and adapted many culture traits from ancient Greece and the ancient Middle East.

d. Roman contributions to civilization were largely in the practical realm rather than in the intellectual and artistic realm so evident among the Greeks.

    1) The Romans borrowed ideas about administration and control of an empire from the ancient Middle East, but they also elaborated upon these ideas and developed new ways of building and holding together an empire.

    2) The Romans developed and spread important ideas about law.

32. A pupil might write an imaginary diary of a Greek boy who goes to visit Rome during the days of the Republic.

Crowell, Everyday
Ancient Rome.

33. Now have the class focus upon Rome under the Empire. They should read from one of a number of possible sources both on this period and on the contributions of Ancient Rome to Western Civilization.

Stavrianos, Readi
History, pp. 76-7
second century A.
"Selected Reading
History"; Hadas,
Rome, pp. 57-59,
155; McNeill, Wor
pp. 153-156; Ewin
ing World, pp. 41
World history text

You may wish to show the class the filmstrip The Emperors which deals with this period of Rome.

Filmstrip: The Em
(from series on R
Eternal City), Li

Discuss: How did the Roman Empire differ from ancient Athens in terms of the values of the people, the form of government, and the type of innovations for which they were important? How did the Empire differ from the Republic? Also discuss: In what ways did ancient Rome borrow from the civilization of the ancient Middle East? from the civilization of ancient Greece? In what ways did the laws of the Romans resemble our own laws?

ht write an imaginary diary of a Greek boy
visit Rome during the days of the Republic.

Crowell, Everyday Life in Ancient Rome.

e class focus upon Rome under the Empire.
read from one of a number of possible
n on this period and on the contributions
Rome to Western Civilization.

Stavrianos, Readings in World History, pp. 76-78. (Rome in second century A.D.) "Selected Readings in European History"; Hadas, Imperial Rome, pp. 57-59, 69-88, 147-155; McNeill, World Hist., pp. 153-156; Ewing, Our Widening World, pp. 417-423. Other World history textbooks.

n to show the class the filmstrip The Emper-
eals with this period of Rome.

Filmstrip: The Emperors (from series on Rome: The Eternal City), Life filmstrips.

ow did the Roman Empire differ from ancient
erms of the values of the people, the form
nt, and the type of innovations for which they
ant? How did the Empire differ from the Re-
o discuss: In what ways did ancient Rome
the civilization of the ancient Middle East?
vilization of ancient Greece? In what ways
of the Romans resemble our own laws?

S. Generalizes from data.

A. VALUES PROCEDURAL SAFE-GUARDS FOR THOSE ACCUSED OF CRIMES.	d. Early Christians were s although typically they use of legal safeguards Romans did.
	e. Christianity spread and official religion of th ligion came to incorpor ideas of the ancient G it originated in the cu the Middle East.
G. Cultural traits may change through a process of diffusion.	f. The Romans spread some traits to areas which

lizes from data.

S PROCEDURAL SAFE-GUARDS FOR
ACCUSED OF CRIMES.

d. Early Christians were sometimes persecuted although typically they were able to make use of legal safeguards, just as other Romans did.

e. Christianity spread and finally became the official religion of the empire. The religion came to incorporate a number of ideas of the ancient Greeks, even though it originated in the cultural climate of the Middle East.

al traits may change through
cess of diffusion.

f. The Romans spread some of their culture traits to areas which they conquered.

34. Several pupils might prepare a bulletin board display on the topic: "What We Owe the Ancient Romans."	
35. A pupil might write an imaginary dream of a girl who is studying for a test on Roman history, falls asleep, and dreams that some great Roman is showing her around Rome during the time of Augustus.	Crowell, Everyday Ancient Rome.
36. Have the committee which is developing the booklet on "Medicine Down through the Ages in Western Europe," add a section on Ancient Rome. They should present a brief presentation to the class comparing medicine in Rome and Greece.	Atkinson, Magic, My Medicine, ch. 4; Ga Story of Medicine, Walker, Story of Me ch. 3.
37. Have pupils read the introduction and the readings on "Roman Law and Christian Citizens" from Fenton's 32 Problems in World History. Afterwards, discuss the questions which Fenton raises in the introduction.	Fenton, 32 Problems History, pp. 40-45.
38. Have all pupils read brief accounts of the rise of Christianity in ancient Rome. Have a good student report on ways in which the Romans and Greeks gradually incorporated some Greek ideas as they elaborated upon Christian doctrines. Or, if no pupil wishes to make such a report, the teacher might give an informal lecture on this development.	World history tex McNeill, Rise of or A World History
39. Project a map showing the areas of Western Europe which were conquered by the Romans. On the chalkboard, indicate the number of years which some of the areas remained under Roman control. Ask: What effect do you think this long control would have upon the peoples living in these areas?	Hadas, Imperial Ro (map).

pils might prepare a bulletin board display on "What We Owe the Ancient Romans."	
ght write an imaginary dream of a girl who is or a test on Roman history, falls asleep, and t some great Roman is showing her around Rome time of Augustus.	Crowell, *Everyday Life in Ancient Rome.*
ommittee which is developing the booklet on Down through the Ages in Western Europe," add on Ancient Rome. They should present a brief on to the class comparing medicine in Rome .	Atkinson, *Magic, Myth and Medicine*, ch. 4; Garland, *Story of Medicine*, ch. 5; Walker, *Story of Medicine*, ch. 3.
s read the introduction and the readings on and Christian Citizens" from Fenton's *32 Prob-* *rld History*. Afterwards, discuss the questions on raises in the introduction.	Fenton, *32 Problems in World History*, pp. 40-45.
upils read brief accounts of the rise of Chris- ancient Rome. d student report on ways in which the Romans gradually incorporated some Greek ideas as rated upon Christian doctrines. Or, if no pu- to make such a report, the teacher might give lecture on this development.	World history textbooks. McNeill, *Rise of the West* or *A World History.*
nap showing the areas of Western Europe which ered by the Romans. On the chalkboard, indi- mber of years which some of the areas remained n control. Ask: What effect do you think this l would have upon the peoples living in these	Hadas, *Imperial Rome,* p. 158 (map).

A. IS SCEPTICAL OF THEORIES OF SINGLE CAUSATION.

S. Compares lengths of periods.

g. A number of factors com
about the downfall of t
the empire declined bec
weaknesses more than be
strength of barbarian i

SCEPTICAL OF THEORIES OF SINGLE
USATION.

mpares lengths of periods.

g. A number of factors combined to bring about the downfall of the Roman Empire; the empire declined because of internal weaknesses more than because of the strength of barbarian invaders.

Now have a pupil give a report on the ways in which this influence was felt.

Hadas, Imperial Rom
33, ch. 8.

40. Now have all pupils read a brief selection on the causes of the downfall of the Roman Empire. Afterwards have a pupil add to the causes mentioned on the basis of his reading of Hoyt's analysis.

"Selected Readings
History."
Hoyt, Europe in th
Ages, chs. 1-2 (es

41. Have pupils examine the updated timeline and compare the length of the Roman Empire with earlier periods studied.

42. Now repeat the word association test with the word Rome. Compare the class results with those at the beginning of the sub-unit and discuss reasons for differences.

pupil give a report on the ways in which this as felt.	Hadas, *Imperial Rome*, pp. 30-33, ch. 8.
l pupils read a brief selection on the causes nfall of the Roman Empire. Afterwards have a o the causes mentioned on the basis of his Hoyt's analysis.	"Selected Readings on European History." Hoyt, *Europe in the Middle Ages*, chs. 1-2 (esp. ch. 1).
examine the updated timeline and compare the he Roman Empire with earlier periods studied.	
the word association test with the word Rome. e class results with those at the beginning of it and discuss reasons for differences.	

N

S. Checks on the bias and competency of authors.

5. The Germanic tribes mixed
settlers; the culture whic
Western Europe was a fusio
ture of Roman (with what h
rowed from Greece and the
with the culture of the Ge

   a. Germanic tribes had a d
   of political system tha
   in the Roman Empire; it
   changed under the influ
   Romans but kept some of
   ments.

      1) The Germanic tribes
      tary kings with litt
      cept for religious i
      The real leaders wer
      chiefs chosen for th
      ability and valour.

         a) Assemblies of fre
         men approved or
         important decisio
         their chiefs.

         b) There was a recip
         of loyalty betwee
         fighting men; bo
         been dishonored
         deserted the oth

      2) Gradually, under in
      the Romans, the kin
      political power ove

cks on the bias and competency authors.

5. The Germanic tribes mixed with the Roman settlers; the culture which emerged in Western Europe was a fusion of the culture of Roman (with what had been borrowed from Greece and the Middle East) with the culture of the Germanic tribes.

   a. Germanic tribes had a different form of political system than that found in the Roman Empire; it gradually changed under the influence of the Romans but kept some of the old elements.

      1) The Germanic tribes had hereditary kings with little power except for religious influence. The real leaders were military chiefs chosen for their military ability and valour.

         a) Assemblies of free military men approved or disapproved of important decisions made by their chiefs.

         b) There was a reciprocal sense of loyalty between chiefs and fighting men; both would have been dishonored if they had deserted the other in battle.

      2) Gradually, under influence from the Romans, the king gained more political power over military

36. Have pupils read excerpts from Tacitus' description of the early Germans. They should identify the attitudes he expresses toward them as well as his sources of information. Afterwards discuss: How did Tacitus view the Germans? Tell the class about Tacitus' reactions to his own civilization and ask: Why do you think some historians discount his favorable comments about Germanic life? What parts of the account you read do you think might be suspect? What were Tacitus' sources for his account?

Fenton, ed., *32 P*
in World History,
39.

read excerpts from Tacitus' description of the
s. They should identify the attitudes he ex-
rd them as well as his sources of information.
iscuss: How did Tacitus view the Germans?
ss about Tacitus' reactions to his own civili-
sk: Why do you think some historians discount
e comments about Germanic life? What parts of
you read do you think might be suspect? What
sources for his account?

Fenton, ed., *32 Problems in World History*, pp. 34-39.

S. Checks on the bias and competency of authors.

S. Looks for points of agreement and disagreement among witnesses and authors.

S. Checks on the bias and competency of authors.

S. Looks for points of agreement and disagreement among witnesses and authors.

A. IS SCEPTICAL OF THE FINALITY OF KNOWLEDGE.

chiefs; however, the
tained much power.

b. The Germanic peoples had
religious beliefs; when
Christianity from the Ro
did not give up all of t
ligious ideas..

c. A number of the Germanic
developed a combination
fishing, and settled agr
they held land in common
for common grazing groun
divide into strips for u
ent members of the tribe
men and chiefs left most
cultural work to women a
whom they conquered in b
Germanic ideas about la
were combined with some
forms of coloni to deve
ieval economic system.

ks on the bias and com-
ncy of authors.

s for points of agree-
and disagreement among
esses and authors.

cks on the bias and com-
ency of authors.

ks for points of agreement
disagreement among witnesses
authors.

SCEPTICAL OF THE FINALITY OF
WLEDGE.

chiefs; however, the chiefs retained much power.

b. The Germanic peoples had their own religious beliefs; when they adopted Christianity from the Romans, they did not give up all of their own religious ideas..

c. A number of the Germanic tribes had developed a combination of hunting, fishing, and settled agriculture; they held land in common, using part for common grazing ground and part to divide into strips for use by different members of the tribe. The freemen and chiefs left most of the agricultural work to women and slaves whom they conquered in battle. These Germanic ideas about landholding were combined with some of the Roman forms of coloni to develop the medieval economic system.

37. Have a pupil read and report on the differences which he has found between Tacitus' description and the description found in Boissonnade's book on Life and Work in Medievel Europe. He should be sure to emphasize Boissonnade's attitudes toward the Germans and his description of the way in which they farmed.

Now tell the class that Boissonnade was a Frenchman and was writing this book during World War I. How might this have affected his description of the early Germans?

Boissonnade, Life a
Work in Medieval E
pp. 8-13, 20-21.

38. Have still another pupil explain the differences which he finds in Hoyt's account of the early Germans and that by Tacitus, Have him tell the class something about Hoyt's background. Discuss: Which of the authors we have looked at so far probably has the least bias? Which of them has had access to more research work done on the early Germans?

Hoyt, Europe in th
Ages, pp. 48-52.

11A left

l read and report on the differences which he
etween Tacitus' description and the descrip-
in Boissonnade's book on Life and Work in
urope. He should be sure to emphasize Bois-
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Boissonnade, Life and Work in Medieval Europe, pp. 8-13, 20-21.

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Hoyt's account of the early Germans and
itus, Have him tell the class something
background. Discuss: Which of the au-
ve looked at so far probably has the least
h of them has had access to more research
n the early Germans?

Hoyt, Europe in the Middle Ages, pp. 48-52.

S. Generalizes from data.

S. Sets up hypotheses.

G. Culture may change through a process of diffusion.

d. Germanic law was based u
of custom and tribal law
plied to members of the
while Roman law applied
ple of a territory and w
law. The Germanic group
Roman law to the Roman s
they conquered. Gradual
types of law were fused
with elements from each.

eralizes from data.

s up hypotheses.

ture may change through a
cess of diffusion.

d. Germanic law was based upon the idea of custom and tribal law which applied to members of the tribe only while Roman law applied to the people of a territory and was written law. The Germanic groups applied Roman law to the Roman settlers whom they conquered. Gradually, the two types of law were fused into one, with elements from each.

39. Have pupils identify the characteristics of early Germanic life so that they can compare them later with developments in the Middle Ages. Pay particular attention to the political system, ideas about law, and religious beliefs. (Although the outline of content indicates some of the ways in which this culture was fused with Roman culture do not discuss the fusion at this time. Rather, compare the culture with that which they have found in ancient Rome. What differences do they note in terms of the political system? law? ideas about religion? agriculture?)

40. Quote Hoyt on the desire of the barbarian invaders to take advantage of the Roman culture, not to ruin it. Ask: Do you think they would have been able to preserve such a culture? Why? Now quote Hoyt on the factors which worked against such an aim.

Hoyt, Europe in t
dle Ages, p. 72.

41. Have a pupil read and report on Hoyt's analysis of the differences between Germanic and Roman law and the process by which they finally fused.

Hoyt, Europe in t
dle Ages, pp. 72-

ils identify the characteristics of early Ger- fe so that they can compare them later with de- ts in the Middle Ages. Pay particular atten- the political system, ideas about law, and re- beliefs. (Although the outline of content indi- me of the ways in which this culture was fused an culture do not discuss the fusion at this ather, compare the culture with that which they nd in ancient Rome. What differences do they terms of the political system? law? ideas about ? agriculture?)	
oyt on the desire of the barbarian invaders to antage of the Roman culture, not to ruin it. you think they would have been able to preserve ulture? Why? Now quote Hoyt on the factors rked against such an aim.	Hoyt, Europe in the Middle Ages, p. 72.
upil read and report on Hoyt's analysis of the ces between Germanic and Roman law and the by which they finally fused.	Hoyt, Europe in the Middle Ages, pp. 72-73.

S. Listens or reads for main ideas.

S. Compares lengths of periods.

G. Changes in one aspect of society will have effects on other aspects; changes will ramify, whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.

C. Medieval society was character
tion, provincialism, the idea
and religious beliefs; element
gathered strength in the 2th-
ies with agricultural innovati
growth of trade and towns, and
of learning.

1. Feudal institutions, which
only about ten per cent of
included vasselage, the sys
and private jurisdiction or

a. Feudal institutions grew
vide some kind of order
kingdoms became weak thr
nal fighting and Viking

ns or reads for main
.

res lengths of periods.

es in one aspect of soci-
ill have effects on other
ts; changes will ramify,
er they are technological,
cial organization, in ide-
, or whatever else is a
of the cultural system.

C. Medieval society was characterized by tradition, provincialism, the idea of contract, and religious beliefs; elements of change gathered strength in the 2th-13th centuries with agricultural innovations, the growth of trade and towns, and the growth of learning.

   1. Feudal institutions, which involved only about ten per cent of the people, included vasselage, the system of fiefs, and private jurisdiction or justice.

      a. Feudal institutions grew up to provide some kind of order when the kingdoms became weak through internal fighting and Viking invasions.

1. Tell the class that they are going to look in some detail at life in Europe during the 11th-13th centuries or later middle ages. To understand this period, you will try to have them get just a quick overview of events between the barbarian invasions and the period to be studied in detail.

   Now do one of the following: (Use the Timeline of European History with each.)

   a. Present an informal lecture in which you sketch very briefly the decline in order and unity as a result of the invasions, the development of Charlemagne's Empire, and its downfall in the face of fighting among his heirs and the attacks by Vikings. Be sure to include a brief discussion of the role of the monasteries in preserving much learning from Rome.

      Before you begin your lecture, review ways of taking notes on speeches or lectures. Tell the class that they should be listening for main ideas, not for details and that you will check their notes. After the lecture is over, collect the notes. Return them to pupils the next day with written suggestions for improvements. Or perhaps project a good and a poor set of notes (without the names showing) and have the class discuss which is better and why.

   b. Have pupils read rapidly for a brief overview of this period. Then have them identify some of the major effects of the barbarian invasions, the reasons for the breakup of Charlemagne's empire, and the role of the monasteries.

      Before they begin, review with pupils the need to adjust their reading rate to the purpose of reading for main ideas. Also review devices which they should use to help them read for the main ideas.

Use a world histor
but be sure you us
ized book to help
any misconceptions
be found in text.

class that they are going to look in some detail
n Europe during the 11th-13th centuries or later
ges. To understand this period, you will try to
get just a quick overview of events between the
invasions and the period to be studied in detail.

e of the following: (Use the Timeline of Euro-
ory with each.)

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y the decline in order and unity as a result of
vasions, the development of Charlemagne's Empire,
s downfall in the face of fighting among his
and the attacks by Vikings. Be sure to include
f discussion of the role of the monasteries in
ving much learning from Rome.

you begin your lecture, review ways of taking
on speeches or lectures. Tell the class that
hould be listening for main ideas, not for de-
and that you will check their notes. After the
e is over, collect the notes. Return them to
the next day with written suggestions for im-
ents. Or perhaps project a good and a poor set
es (without the names showing) and have the class
s which is better and why.

upils read rapidly for a brief overview of this
. Then have them identify some of the major
s of the barbarian invasions, the reasons for the
p of Charlemagne's empire, and the role of the
eries.

Use a world history text, but be sure you use a specialized book to help you correct any misconceptions which may be found in text.

they begin, review with pupils the need to ad-
heir reading rate to the purpose of reading for
deas. Also review devices which they should use
p them read for the main ideas.

G. The significance of location depends upon the culture both within and outside of a country.

S. Generalizes from data.

1) Weaker nobles and fi
commended themselves
nobles, agreeing to
them in return for p

2) Gradually the instit
into the system know

b. The institution of the
slowly. At first the
began to reward their m
supporters with grants
gradually, nobles deman
grants in return for a
support the higher nob
grants of land graduall
editary.

1) The noble held his
so long as he suppo
lord; he held it eve
with his lord and co
him in battle.

2) Because of the way
grants of land were
cause of the way in
nobles turned to hi
protection, the fie
widely scattered la

significance of location
nds upon the culture both
in and outside of a coun-

ralizes from data.

1) Weaker nobles and fighting men commended themselves to stronger nobles, agreeing to fight for them in return for protection.

2) Gradually the institution evolved into the system known as vasselage.

b. The institution of the fief developed slowly. At first the larger nobles began to reward their more faithful supporters with grants of land; gradually, nobles demanded such grants in return for a promise to support the higher noble. These grants of land gradually became hereditary.

1) The noble held his grant or fief so long as he supported his higher lord; he held it even if he broke with his lord and could defeat him in battle.

2) Because of the way in which the grants of land were made and because of the way in which lesser nobles turned to higher nobles for protection, the fief might include widely scattered lands.

c. Whether a or b was used, have pupils compare the length of this period of the Middle Ages with other periods which they have studied.

2. Ask: From what you have heard or read in the past, how do you think nobles lived during the Middle Ages? What do you think you know about the life of nobles?

Have a pupil give a report on Davis' imaginative description of a medieval castle. He should be prepared to answer the questions which accompany this reading. Or have a poor reader give a report on the castle as described by Buehr.

Davis, Life on a M
Barony, p. 4 and c
Buehr, Knights and
and Feudal Life, c
"Questions on Read

a or b was used, have pupils compare the length period of the Middle Ages with other periods ney have studied.

what you have heard or read in the past, how nk nobles lived during the Middle Ages? What nk you know about the life of nobles?

il give a report on Davis' imaginative descrip- nedieval castle. He should be prepared to an- uestions which accompany this reading. Or r reader give a report on the castle as des- 3uehr.

Davis, Life on a Medieval Barony, p. 4 and ch. 2.
Buehr, Knights and Castles and Feudal Life, chs. 3,7.
"Questions on Readings."

G. Changes in one aspect of society will have effects on other aspects; changes will ramify, whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.

G. In all societies people are expected to behave in certain ways and are taught that certain things are good and certain things bad.

a) The noble was like
a castle, however
main dwelling, and
castles which were

b) The fief also incl
ate fiefs of lesse
were the vassals o

c) The fiefs included
the people working

ges in one aspect of society
have effects on other as-
s; changes will ramify,
her they are technological,
ocial organization, in ide-
y, or whatever else is a
of the cultural system.

ll societies people are ex-
ed to behave in certain
and are taught that certain
gs are good and certain
gs bad.

a) The noble was likely to maintain a castle, however crude, for his main dwelling, and have other castles which were run by stewards.

b) The fief also included subordinate fiefs of lesser nobles who were the vassals of the lord.

c) The fiefs included the land and the people working on them.

3. Have pupils read Davis' imaginative description of a fief, the lord of the fief, and vassalage. Discuss the questions which accompany the reading.

   Perhaps assign feudal roles to the boys or girls in the class. Then have several of these boys try to work out arrangements (without fighting) to increase their power.

Davis, Life on a Medieval Barony.

s read Davis' imaginative description of a fief, f the fief, and vassalage. Discuss the ques- h accompany the reading.	Davis, Life on a Medieval Barony.
sign feudal roles to the boys or girls in the en have several of these boys try to work out ts (without fighting) to increase their power.	

S. Looks for points of agreement and disagreement among witnesses and authors.

S. Generalizes from data.

G. In all societies people are expected to behave in certain ways and are taught that certain things are good and certain things bad.

G. Cultural traits may change through a process of diffusion.

S. Identifies cultural assumptions.

S. Reads for details.

S. Looks for points of agreement and disagreement among witnesses and authors.

4. Have a pupil read Hoyt's description of the typical castle and life of the nobles of the period 950 to 1150. He should give a report in which he compares it with that described in the Davis selection.

   Also ask: Which of the two accounts, that by Davis or that by Hoyt describes the more typical castle and noble? Which of the two comes closer to the ideas about nobles and castles which you had before we began studying the life of nobles?

Hoyt, Europe in the
Ages, pp. 301-307.

5. Two pupils might prepare reports on medieval warfare. One might report on local fighting between nobles and the other on pitched battles. Perhaps a good student might report on the effects of the invention of the stirrup upon warfare.

   Discuss: What do these reports indicate about people's loyalties in this period?

Davis, Life on a Me
Barony, chs, 14-15.
Buehr, Knights and
and Feudal Life, ch
White, Medieval Tec
and Social Change,

6. Have pupils read the form of commendation presented in an early forumulary. Discuss: What did each party to the contract receive?

"Selected Readings
European History."

7. Have a pupil read Hoyt's description of the three elements of feudalism and report on them. He should compare what he has learned from Hoyt with the conclusions which pupils have derived from their readings.

Hoyt, Europe in the
Ages, pp. 185-190.

l read Hoyt's description of the typical cas-
e of the nobles of the period 950 to 1150.
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n the Davis selection.

Hoyt, Europe in the Middle Ages, pp. 301-307.

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Davis, Life on a Medieval Barony, chs, 14-15.
Buehr, Knights and Castles and Feudal Life, chs. 4-6.
White, Medieval Technology and Social Change, ch. 1.

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"Selected Readings in European History."

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dalism and report on them. He should com-
e has learned from Hoyt with the conclusions
have derived from their readings.

Hoyt, Europe in the Middle Ages, pp. 185-190.

S. Differentiates between primary and secondary sources.

S. Generalizes from data.

G. The contrast between democratic and non-democratic political systems may be looked at as a conflict in basic underlying values.

A. VALUES PROCEDURAL SAFEGUARDS FOR THOSE ACCUSED OF CRIMES.

G. A given culture is an integrated whole, based on fundamental postulates or values.

c. The lord finally won t
have his lands exempt
ministration of the king's
The lord administered
self or through his ow

1) The lord had almost
trol over those who
lands; however, he
stay within limits
rules when he admin
tice.

2) Neither the use of
obtain confessions
various kinds of or
the person accused

d. Feudal institutions we
strongly by custom or
idea of and respect fo
and the Christian rel

erentiates between primary
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may be looked at as a con-
in basic underlying values.

S PROCEDURAL SAFEGUARDS FOR
ACCUSED OF CRIMES.

en culture is an integrated
, based on fundamental pos-
es or values.

c. The lord finally won the right to have his lands exempt from the administration of the king's officials. The lord administered justice himself or through his own officials.

   1) The lord had almost complete control over those who lived on his lands; however, he was bound to stay within limits of customary rules when he administered justice.

   2) Neither the use of torture to obtain confessions nor the use of various kinds of ordeals protected the person accused of wrong-doing.

d. Feudal institutions were affected strongly by custom or tradition, the idea of and respect for contract, and the Christian religion.

8. Have pupils read an example of a "Truce of God". Then have them discuss the questions which follow this reading. Also discuss the difference between this source and sources such as Davis, Bennett, or Hoyt. Is a primary source always better than a secondary source? Why? Why not?

"Selected Readin
European History"

9. Have a pupils report on justice and punishment in the Middle Ages. He should be prepared to answer the questions on the reading. Discuss: What was the role of the lord in this system? How did the methods of trying people differ from those in our own country today? How effective do you think such techniques were for arriving at the truth?

Davis, Life on a
Barony, ch. 10.
"Questions on Re

10. Have pupils read the church rules for trial by ordeal by hot iron. Discuss the questions which follow the reading.

"Selected Readin
European History

11. Hoyt declares that the three most important influences upon feudal institutions were custom, contract, and Christianity. Have a pupil read his discussion of these forces and then analyze them for the class. Discuss: What examples have you found in your previous readings which would support or contradict the importance of these forces?

Hoyt, Europe in
Middle Ages, pp.
301.

read an example of a "Truce of God". Then iscuss the questions which follow this read- discuss the difference between this source such as Davis, Bennett, or Hoyt. Is a pri- always better than a secondary source? Why?	"Selected Readings on European History".
ls report on justice and punishment in the . . He should be prepared to answer the ques- e reading. Discuss: What was the role of this system? How did the methods of trying er from those in our own country today? How o you think such techniques were for arriving h?	Davis, Life on a Medieval Barony, ch. 10. "Questions on Readings".
read the church rules for trial by ordeal . Discuss the questions which follow the	"Selected Readings in European History."
es that the three most important influences institutions were custom, contract, and y. Have a pupil read his discussion of s and then analyze them for the class. Dis- examples have you found in your previous ich would support or contradict the impor- ese forces?	Hoyt, Europe in the Middle Ages, pp. 295-301.

S. Identifies basic assumptions.

G. In some societies neither the government nor a market system is important in affecting how resources should be allocated. Such economic systems are based largely upon tradition and reciprocal relationships which have grown up in the past. In some systems reciprocal relationships are combined with a market system.

G. In all societies people are expected to behave in certain ways and are taught that certain things are good and certain things bad.

G. Whenever things valued by a society are scarce, there will be differentiated access to and control of these valued and scarce things by sub-groups within the society.

e. A Feudal society develop
the institutions of feud
widespread; however, the
at different rates and w
form in different parts
Feudal institutions shou
confused with the econom
which was characterized
and later by guilds.

2. The vast majority of the p
Middle Ages lived in rural
manors.

   a. The manorial system inv
   exchange of labor for t
   land by peasants. Litt
   changed hands.

   b. Tradition played an ext
   tant role in the lives
   sants and in determinin
   and duties.

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ever things valued by a socie-
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ntiated access to and control
hese valued and scarce things
ub-groups within the society.

e. A Feudal society developed in which the institutions of feudalism were widespread; however, they developed at different rates and were not uniform in different parts of Europe. Feudal institutions should not be confused with the economic system which was characterized by manors and later by guilds.

2. The vast majority of the people in the Middle Ages lived in rural areas on manors.

   a. The manorial system involved the exchange of labor for the use of land by peasants. Little money changed hands.

   b. Tradition played an extremely important role in the lives of the peasants and in determining their rights and duties.

12. Point out that basically, the class has now studied only feudal institutions or institutions affecting the lives of a very small minority of the people in the Middle Ages. (Although, of course, the system of justice affected all of the people). Distinguish between feudal institutions and feudal society and between feudal institutions and economic institutions. Then point out that the class will turn to economic institutions and the life of peasants. Pupils should try to decide if the same values which were held by nobles were also held by peasants.

13. Have pupils read the selection on Bobo, the description of an imaginative peasant in the time of Charlemagne. Then discuss the questions on the selection.

Powers, Medieval People, part of chapter one.

S. Generalizes from data.

G. Although culture is always changing, many elements persist for long periods of time.

G. In all societies people are expected to behave in certain ways and are taught that certain things are good and certain things are bad.

G. Whenever things valued by a society are scarce, there will be differentiated access to and control of these valued and scarce things by sub-groups within the society.

G. In some societies neither the government nor a market system is important in affecting how resources should be allocated. Such economic systems are based largely upon tradition and reciprocal relationships which have grown up in the past. In some systems reciprocal relationships are combined with a market system.

14. Now have several pupils give an oral presentation in which they compare Bennett's description of the life of a peasant in England in 1320 with that of the peasant in the time of Charlemagne. They should use the study questions on the selection to guide their reading and their report. Then discuss: To what degree had peasant life changed since the time of Charlemagne? To what degree had it stayed a good deal the same? What cultural values did these peasants seem to have? How did these values affect many aspects of their lives? Did the peasants and nobles share any cultural values? If so, which ones?

Bennett, Life on a
lish Manor, pp. 4-

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England in 1320 with that of the peasant in
Charlemagne. They should use the study ques-
selection to guide their reading and their
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e the time of Charlemagne? To what degree
d a good deal the same? What cultural values
asants seem to have? How did these values af-
spects of their lives? Did the peasants and
any cultural values? If so, which ones?

Bennett, *Life on an English Manor*, pp. 4-25.

G. Whenever things valued by a society are scarce, there will be differentiated access to and control of these valued and scarce things by sub-groups within the society.

G. Every economic system faces scarcity or a lack of enough productive resources to satisfy all human wants.

G. At any specific time, the total economic output is affected by the quantity and quality of productive resources (land or natural resources, labor and capital goods), by the level of technology, and by the efficiency of the organizational structure.

A. EVALUATES SOURCES OF INFORMATION.

S. Checks on the completeness or data

S. Checks on the competency of authors.

G. Some values are conducive to change some make planned change difficult.

G. In some societies neither the government nor a market system is important in affecting how resources shall be allocated. Such

15. Have several pupils role-play a discussion among peasants about the hunting privileges of their lord.

Davis, Life on a
Barony, p. 272.

16. Have pupils read Davis' imaginative account of peasant's houses. Discuss: What does this reading illustrate about living levels of peasants in this period? Why weren't they higher?

Davis, Life on a
Barony, pp. 262-2

17. A pupil might prepare large charts to use in reporting to the class on the administration of the manor. He should tell the class about the difficulties in using sources about this period and he should present data which will answer the questions raised in the study questions on the selection. Afterwards, have the class analyze in more detail the role of tradition and force in manorial life and the way in which goods and services were exchanged. Perhaps tell the class that the amount of money had declined greatly during the Middle Ages and explain why. Discuss: Which of the values of this period would make change difficult?

Bennett, Life on
Manor, pp. 154-19
"Questions on Rea

l pupils role-play a discussion among out the hunting privileges of their lord.	Davis, Life on a Medieval Barony, p. 272.
read Davis' imaginative account of pea- es. Discuss: What does this reading illus- living levels of peasants in this period? they higher?	Davis, Life on a Medieval Barony, pp. 262-265.
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economic systems are based largely upon tradition and reciprocal relationships which have grown up in the past. In some systems reciprocal relationships are combined with a market system.

G. Persistance of cultural traits may be the result of...the lack of exposure to conditions which further change.

S. Sets up hypotheses.

S. Tests hypotheses against data.

G. At any specific time, the total economic output is affected by the quantity and quality of productive resources (land or natural resources, labor, and capital goods), by the level of technology, and by the efficiency of the organizational structure.

G. Some values are conducive to change: some make planned change difficult.

G. Culture traits may change through a process of diffusion.

c. The agricultural land-h
ments and farming techr
wasteful and made it di
any peasant to act upor
tiative to increase his

d. Important agricultural

nomic systems are based largely
n tradition and reciprocal re-
ionships which have grown up in
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al relationships are combined
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the level of technology, and by
efficiency of the organiza-
nal structure.

e values are conducive to change:
e make planned change difficult.

ture traits may change through
rocess of diffusion.

c. The agricultural land-holding arrangements and farming techniques were very wasteful and made it difficult for any peasant to act upon his own initiative to increase his production.

d. Important agricultural innovations

18. Have pupils read Davis' description of the peasants' view of the world. Discuss: Why do you think the peasants held such a view?

Davis, Life on a
eval Barony.

19. Have a group of pupils read and report on Bennett's discussion of land use and cultivation on the manor. They should use the study questions and try to answer the discussion questions themselves before they make their report. Then they might prepare a report presenting their factual findings in relationship to the first part of the selection, ask pupils to set up the hypotheses called for in the questions following this selection, and then continue with their report, being sure to present the data needed for the class to analyze the rest of the discussion questions. The chairman of the group might then lead the class discussion of these questions.

(The other members of the class might read Davis' description of peasant holdings and farming techniques in preparation for this report and discussion.)

Bennett, Life on
Manor, pp. 43-60.
"Questions on Rea
Davis, Life on a
ieval Barony.

20. Have a pupil report on agricultural innovations in the 9th-11th centuries which brought about an increase in agricultural production. Then discuss: What effects

Hoyt, Europe in
Middle Ages, pp.
For effects, see

s read Davis' description of the peasants' ne world. Discuss: Why do you think the held such a view?

Davis, Life on a Medieval Barony.

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Bennett, Life on the English Manor, pp. 43-60.
"Questions on Readings."
Davis, Life on a Medieval Barony.

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Hoyt, Europe in the Middle Ages, pp. 205-206.
For effects, see Hoyt,

G. Changes in one aspect of society will have effects on other aspects; changes will ramify whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.

S. Looks for points of agreement and disagreement among witnesses, authors, and sources of information.

G. A given culture is an integrated whole, based on fudamental postulates or values.

G. Supernatural beliefs involve complexes of behavior which are usually very resistant to change.

G. People usually do not discard a cultural trait completely; they are more likely to modify it to fit into new situations.

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duction which made pos
larger population and
and which in turn spur
to grow more food both
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ltural trait completely; they
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brought about an increase in production which made possible a larger population and larger towns and which in turn spurred peasants to grow more food both by making use of more uncleared land and by using newer technology.

e. Religion was an important force in the lives of the peasants as well as in the lives of the nobles; this was true even though peasants understood little of Christian theology.

do you think this increase in output might have upon society?	pp. 253-254.
21. Show the film Medieval Manor and have pupils compare the data with the material which they have studied earlier. Have pupils analyze the film for accuracy in use of terms such as feudal and in depiction of peasants' homes.	Film: The Medieva E.B.F., 20 min.
22. Have pupils read King Rudulph's decree on children of mixed class marriages. Discuss the questions which follow the reading.	"Selected Readings European History."
23. Have each pupil read one of the selections on the role of religion in the life of people in the Middle Ages. Afterwards discuss: How important was religion to the different classes in the Middle Ages? Do your readings support or contradict the ideas you obtained from your earlier readings? Why did the earlier superstitions and religious beliefs continue even after the peasants adopted Christianity?	"Selected Readings European History." Bennett, Life or English Manor, pp. 37, 321-323. Davis, Life on a ieval Barony.

nk this increase in output might have upon	pp. 253-254.
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pupil read one of the selections on the role n in the life of people in the Middle Ages. discuss: How important was religion to the classes in the Middle Ages? Do your readings contradict the ideas you obtained from your adings? Why did the earlier superstitions ous beliefs continue even after the peasants ristianity?	"Selected Readings in European History." Bennett, Life or an English Manor, pp. 29-37, 321-323. Davis, Life on a Medieval Barony.

G. A given culture is an integrated whole, based on fundamental postulates or values.

G. Conflicts in which people feel that they are fighting for ideals are likely to be fiercer than those which involve only personal reasons. Religious conflict is likely to be fierce and to aim at the complete annihilation or conversion of the enemy.

G. Culture traits may change through a process of diffusion.

G. People who are in contact with each other are likely to borrow cultural traits from each other.

G. People in most societies of the world depend upon people who live in other communities, regions, and countries for goods and services and for markets for their goods.

3. Cities, which had declined
during the early Middle Ag
grow in size and increase
during the 12th and 13th ce

    a. Cities served as places
    ple in the area could ob
    ducts which could not be
    manors; such products mi
    by the city workers or
    brought from other plac
    the Near East.

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, based on fundamental postu-
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al traits from each other.

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depend upon people who live
her communities, regions,
ountries for goods and ser-
and for markets for their
.

3. Cities, which had declined drastically during the early Middle Ages, began to grow in size and increase in number during the 12th and 13th centuries.

    a. Cities served as places where people in the area could obtain products which could not be made on the manors; such products might be made by the city workers or might be brought from other places, including the Near East.

24. Have pupils look at the film Medieval Times: Role of the Church. Discuss it in the light of what they have already learned about the church. Or have a pupil report on the role of the monasteries and churches in the Middle Ages.

Film: Medieval T
Role of the Churc
Tomkeieff, Life i
Norman England, ch

25. Have a pupil give a report on the Crusades. Then discuss how the Crusades affected Western Europe.

26. Remind the pupils that so far they have only studied life in rural areas. Ask: Where did peasants and nobles get most of the products they used? What products did they have to get elsewhere (not from the manor or the noble from various parts of his fief)? Point out that the class will now turn to medieval towns.

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Discuss it in the light of what they have
rned about the church. Or have a pupil re-
role of the monasteries and churches in the

Film: Medieval Times:
Role of the Church, Coronet.
Tomkeieff, Life in
Norman England, chs. 5-6.

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he Crusades affected Western Europe.

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G. Changes in one aspect of society will have effects on other aspects; changes will ramify whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.

G. People in most societies of the world depend upon people who live in other communities, regions, and countries for goods and services and for markets for their goods.

G A place needs cheap and rapid transportation in order to carry on much trade with other places.

G. A place needs cheap and rapid transportation in order to carry on much trade with other places.

G. Traditional societies, which look to tradition for guidance and do not welcome technological change, have very slow rates of economic growth.

G. Changes in one aspect of society will have effects on other aspects; changes will ramify, whether they are technological in social organization, in ideology, or whatever else is a part of the cultural system.

27. Have pupils read Davis' imaginative account of a medieval town. Discuss the questions which follow this reading. (Perhaps have poorer readers use the account by Buehr.
    Or, for the sake of comparison, have an average or good reader use the account by Tomkeieff.)

Davis, Life on
ieval Barony.
Buehr, Knights ar
tles and Feudal
pp. 21, 24-25.
Tomkeieff, Life
man England, ch.

28. Have pupils read Davis' imaginary account of industry, trade and fairs in the Middle Ages. Discuss the questions which accompany this reading. (Perhaps have poorer readers use Buehr's account.) A pupil might report briefly on Hoyt's analysis of early merchant guilds.

Davis, Life on
ieval Barony.
Buehr, Knights a
tles and Feudal
pp. 21-24.
Hoyt, Europe in
Middle Ages, pp.
259.

s read Davis' imaginative account of a medieval
cuss the questions which follow this reading.
ave poorer readers use the account by Buehr.
for the sake of comparison, have an average or
r use the account by Tomkeieff.)

Davis, Life on a Medieval Barony.
Buehr, Knights and Castles and Feudal Life, pp. 21, 24-25.
Tomkeieff, Life in Norman England, ch. 4.

s read Davis' imaginary account of industry,
fairs in the Middle Ages. Discuss the ques-
h accompany this reading. (Perhaps have
ders use Buehr's account.) A pupil might
efly on Hoyt's analysis of early merchant

Davis, Life on a Medieval Barony.
Buehr, Knights and Castles and Feudal Life, pp. 21-24.
Hoyt, Europe in the Middle Ages, pp. 258-259.

G. Traditional societies, which look to tradition for guidance and do not welcome technological change, have very slow rates of economic growth.

S. Generalizes from data.

S. Looks for points of agreement and disagreement among witnesses, authors, and sources of information.

G. Changes in one aspect of society will have effects on other aspects; changes will ramify, whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.

A. IS SCEPTICAL OF SINGLE-FACTOR THEORIES OF CAUSATION.

G. Changes in one aspect of society will have effects on other aspects; changes will ramify whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.

G. The development of cities is dependent upon development of agricultural surpluses, specialization, and trade.

b. The guilds grew up fi
of protecting travell
and then to protect t
each specialized type

c. Nobles gradually gran
to city dwellers and
charters of freedom t
rights granted to cit
couraged nobles to gr
and even freedom to t
their manors.

d. A number of factors w
in the growth of citi
12th and 13th centuri

itional societies, which look
radition for guidance and do
welcome technological change,
very slow rates of economic
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s for points of agreement and
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SCEPTICAL OF SINGLE-FACTOR
ORIES OF CAUSATION.

ges in one aspect of society
have effects on other as-
s; changes will ramify whether
are technological, in social
nization, in ideology, or what-
else is a part of the cultural
em.

development of cities is depen-
upon development of agricultural
uses, specialization, and trade.

b. The guilds grew up first as a means of protecting travelling merchants and then to protect the members of each specialized type of work.

c. Nobles gradually granted many rights to city dwellers and finally issued charters of freedom to them; these rights granted to city dwellers encouraged nobles to grant more rights and even freedom to the serfs on their manors.

d. A number of factors were important in the growth of cities during the 12th and 13th centuries.

29. Have different members of the class read different sets of craft guild rules. They might all read the example of an apprecticeship agreement. Then compare the guild rules in class and discuss the relationship of the guilds to the town government.	"Selected Reading European History.
30. Show the film Medieval Gilds and have pupils compare the data found in the film with that which they have already studied.	Film: The Medieva E.B.F., 20 min.
31. Have several pupils present a report on how towns and serfs gained their freedom and the relationships between the two. Discuss: How did towns serve as a focal point for change in the middle ages?	Bennett, Life on Manor, pp. 278-31 "Questions on Rea
32. Show the set of overhead transparencies on The Growth of Medieval Towns. Use the suggestions provided with the set on how to use them. Be sure to have pupils set up hypotheses to test, as suggested. When using transparency G ask how each of the factors shown might have affected towns? (e.g. How would the return of more gold to circulation have affected towns? etc.) Also ask: What other factors might have stimulated the growth of population.	Transparencies: of Medieval Towns Foresman.

t members of the class read different sets d rules. They might all read the example iceship agreement. Then compare the guild s and discuss the relationship of the town government.	"Selected Readings in European History."
Medieval Gilds and have pupils compare d in the film with that which they have ed.	Film: The Medieval Gilds, E.B.F., 20 min.
pupils present a report on how towns and their freedom and the relationships be- . Discuss: How did towns serve as a or change in the middle ages?	Bennett, Life on the English Manor, pp. 278-317. "Questions on Readings."
of overhead transparencies on The Growth owns. Use the suggestions provided with to use them. Be sure to have pupils eses to test, as suggested. nsparency G ask how each of the factors ave affected towns? (e.g. How would the gold to circulation have affected towns? sk: What other factors might have stim- owth of population.	Transparencies: The Growth of Medieval Towns, Scott Foresman.

S. Sets up hypotheses.

G. Other things being equal, the price of a good (or of labor) rises when the good is in short supply as compared to the demand for the good.

G. Culture traits may change through a process of diffusion.

G. People who are in contact with each other are likely to borrow cultural traits from each other.

e. Conditions in the towns
crowded and lacked moder
sanitation. Fires and e
frequent. The Black Dea
great decrease in worker
cities and on manors and
ing economic relationshi

4. The earlier Middle Ages had
erized by the loss of much
developed by the Greeks an
the proclivity to accept au
ticularly authority of the
planations of natural featu
world; the twelfth and 13th
a great revival of learnin

a. Much of the older Greek
as the old medical treat
back to Europe by way of
tions from Hebrew transla
translations of Greek ma

b. The scholars of the 12th
turies developed a new i
Greek and Latin manuscri
these had been preserved
steries.

up hypotheses.

things being equal, the
of a good (or of labor)
when the good is in short
as compared to the demand
e good.

e traits may change through
ess of diffusion.

who are in contact with
ther are likely to borrow
al traits from each other.

e. Conditions in the towns were very crowded and lacked modern types of sanitation. Fires and epidemics were frequent. The Black Death led to a great decrease in workers both in cities and on manors and led to changing economic relationships.

4. The earlier Middle Ages had been characterized by the loss of much of the knowledge developed by the Greeks and Romans and by the proclivity to accept authority, particularly authority of the church for explanations of natural features of the world; the twelfth and 13th centuries saw a great revival of learning.

   a. Much of the older Greek learning, such as the old medical treatises, were brought back to Europe by way of Latin translations from Hebrew translations of Arabic translations of Greek manuscripts.

   b. The scholars of the 12th and 13th centuries developed a new interest in the Greek and Latin manuscripts; many of these had been preserved by the monasteries.

33. Have a pupil report on great plagues which swept Europe, such as the Black Death. Discuss: What do you think might have been some of the effects of such plagues? What did people's attitudes toward the plague indicate about their religious beliefs? about the status of science?	Hoyt, Europe in t Ages, pp. 591-592
34. Perhaps have pupils read the selection on how the English king tried to reduce labor shortages which arose after the Black Death. Discuss: What might have been some of the long term effects of such a labor shortage?	For effects, see Europe in the Mid pp. 592-594.
35. Now have a pupil prepare another chapter on "Medicine Through the Ages" by preparing a chapter on "Medicine in the Middle Ages." He should include both medical ideas of the earlier period and the way in which medical knowledge from the Greeks finally spread to western Europe and encouraged new developments of more scientific ideas.	Hoyt, Europe in t Ages, p. 329; Gar Story of Medicine Story of Medicine Life In Norman En 118-123.

l report on great plagues which swept Europe, e Black Death. Discuss: What do you think been some of the effects of such plagues? ople's attitudes toward the plague indicate religious beliefs? about the status of	Hoyt, Europe in the Middle Ages, pp. 591-592.
e pupils read the selection on how the English to reduce labor shortages which arose after eath. Discuss: What might have been some of m effects of such a labor shortage?	For effects, see Hoyt, Europe in the Middle Ages, pp. 592-594.
pupil prepare another chapter on "Medicine e Ages" by preparing a chapter on "Medicine in Ages." He should include both medical ideas ier period and the way in which medical know- the Greeks finally spread to western Europe ged new developments of more scientific ideas.	Hoyt, Europe in the Middle Ages, p. 329; Garland, Story of Medicine; Walker, Story of Medicine; Tonkeieff, Life in Norman England, pp. 118-123.

G. A given culture is an integrated whole, based on fundamental postulates or values.

S. Sees meaningful differences between eras; notes relationships within any era between institutions and cultural assumptions.

G. Persistence of cultural traits may be the result of reluctance to change or the lack of exposure to conditions which further change.

G. Some values are conducive to change; some make planned change difficult.

G. Traditional societies, which look to tradition for guidance, and do not welcome technological change, have very slow rates of economic growth.

G. Cultural traits may change as the result of diffusion.

c. The 12th and 13th ce
rowed ideas from the
and were stimulated
their own ideas. Th
veloped a renewed in
tion, not just the a
ity and logic.

iven culture is an integrated
le, based on fundamental postu-
es or values.

es meaningful differences between
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era between institutions and
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the result of reluctance to
nge or the lack of exposure to
ditions which further change.

e values are conducive to change;
e make planned change difficult.

ditional societies, which look
tradition for guidance, and do
welcome technological change,
e very slow rates of economic
wth.

tural traits may change as the
ult of diffusion.

c. The 12th and 13th century scholars borrowed ideas from the Greeks and Romans and were stimulated to develop many of their own ideas. There gradually developed a renewed interest in observation, not just the acceptance of authority and logic.

36. Now hold a summarizing discussion. Ask: What do you see as the chief characteristics of the Middle Ages? (Perhaps develop a series of continuums on the chalkboard to show such things as: Values Tradition -- Values Change and Science; Localism(Provincialism)-- National Interests and Close Ties with Europe As a Whole; Secularism -- Religious Faith. Have pupils try to place the period which they have studied on each of these continuums.) Also ask: Why is it difficult to decide where you will place the late Middle Ages? What changes were taking place? What were some of the factors leading to such changes? What factors slowed down change? How did this era differ from the Greek and Roman eras?

G. Groups may engage in power conflict; one group tries to dominate another in order to take something from it, such as labor or wealth.

G. Culture traits may change through a process of innovation from within.

G. Although culture is always changing, certain elements may persist for long periods of time.

D. Two issues of great importa
through a study of politica
from the time of the Reform
War I; these are the issues
vs. broader loyalties and o
tionalism and then a world
racy vs. democracy.

1. England developed a stro
ernment before other Eur
and also underwent revol
about an earlier accepta
by the monarchy.

   a. Although William the
   success in demanding
   nobles broke down in
   English monarchy fina
   new success in centra
   ment after the War of

   b. Parliament had evolve
   the Middle Ages and h
   of rights by the tim
   cluding the power ov

D. Two issues of great importance can be traced through a study of political developments from the time of the Reformation until World War I; these are the issues of provincialism vs. broader loyalties and outlook (e.g. nationalism and then a world view), and autocracy vs. democracy.

ups may engage in power con-
ct; one group tries to domin-
another in order to take some-
ng from it, such as labor or
lth.

1. England developed a strong centralized government before other European governments and also underwent revolutions which brought about an earlier acceptance of limited rule by the monarchy.

   a. Although William the Conqueror's early success in demanding homage from all nobles broke down in later strife, the English monarchy finally moved toward new success in centralizing the government after the War of the Roses.

ture traits may change through
rocess of innovation from with-

   b. Parliament had evolved gradually during the Middle Ages and had gained a number of rights by the time of James I, including the power over the purse.

hough culture is always changing,
tain elements may persist for
g periods of time.

37. Say: You have noticed that during the late Middle Ages, people's loyalties were primarily to local lords rather than to the king. Moreover, the political system was anything but democratic, even though there was no strong king. We are now going to look at some of the political changes which took place in Europe from the 17th century on to the First World War. As we do so, look to see what happened to men's loyalties and outlook toward Europe and other parts of the world. Also look to see what changes took place in government. Because we cannot take time to look at all of Europe, we are going to focus upon three countries -- England, France, and Germany. You should compare developments in all three.

38. In a brief informal lecture, tell the pupils the way in which William the Conqueror had developed a strong, centralized government, explain that later kings lost much of their power, describe in one or two sentences the reason for the War of the Roses, tell the class that the Tudor family built a much more centralized government, and on a timeline, point out when James I became king of England.

39. Have a pupil report on the way in which Parliament had gradually evolved and gained certain powers by the time of Jame[illegible]

"Selected Readings
History."

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yalties were primarily to local lords rather
king. Moreover, the political system was any-
emocratic, even though there was no strong king.
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point out when James I became king of England.

report on the way in which Parliament had
olved and gained certain powers by the time

"Selected Readings in European
History."

A. IS SCEPTICAL OF SINGLE-FACTOR CAUSATION.

G. Political revolutions are usually the result of multiple causes.

S. Checks on the bias of authors.

G. Freedom's relationship to democracy is a close and obvious one, the organization of majorities, the competition in goals, and the ability to oppose which democracy presupposes, all depend on a high degree of personal freedom.

c. James I and Charles I tr
the House of Commons fro
power; this struggle end
tion and the execution o

PTICAL OF SINGLE-FACTOR CAUS-

cal revolutions are usually
sult of multiple causes.

on the bias of authors.

m's relationship to democracy
lose and obvious one; the or-
tion of majorities, the compe-
in goals, and the ability to
which democracy presupposes,
pend on a high degree of per-
freedom.

c. James I and Charles I tried to prevent the House of Commons from gaining more power; this struggle ended in revolution and the execution of Charles I.

40. Have pupils read James I's statement on the divine right of kings. Discuss: If the Parliament had been willing to accept this position, what would have happened to the government of England?

"Selected Reac
European Histo

41. Have pupils read a selection on Charles' struggle with Parliament and Cromwell's victory. Discuss: What colored words in this account indicate the author's bias? What were the issues between Charles and the House of Commons?

West and West
Modern Progre
205. (Adapted

When pupils identify religious differences, review what they learned in the tenth grade course about the Puritan religion. Ask if anyone knows anything about how the Anglican Church was established and about the differences between the Puritans and the Anglicans. If not, sketch them briefly for the class, making sure that pupils understand that the king was the head of the Anglican Church and had insisted in the past upon his right to control the Church.

When pupils identify the House's demands for certain rights, ask: Had Parliament gained such rights in the past or were these new demands? Who were the leaders in Parliament's struggle with the king? (landed aristocracy, rather than nobles). What power did Parliament have which eventually led to its success in the struggle? What action by Charles forced him to call Parliament after ruling for 11 years without one? Why?

Perhaps have pupils play the game "Revolution" which simulates the Puritan Revolution in England. If so, you will wish to use the game before pupils have read all of the material in the selection for activity 41. They should do this reading after the simulation is completed.

Abt Associates
Concord Lane,
(not yet co
able as of

42. Perhaps have some pupils read and write reports on novels about the English civil war. They should evaluate each in terms of bias and the interpretation of the struggle.

upils read James I's statement on the divine right ys. Discuss: If the Parliament had been willing ept this position, what would have happened to the nent of England?	"Selected Readings in European History."
upils read a selection on Charles' struggle with nent and Cromwell's victory. Discuss: What color-ds in this account indicate the author's bias? What ne issues between Charles and the House of Commons?	West and West, Story of Modern Progress, pp. 190-205. (Adapted).
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s have some pupils read and write reports on novels the English civil war. They should evaluate each in of bias and the interpretation of the struggle.	

G. In political conflict there is struggle over scarce values or goals; each side tries to use the political system to attain its goals.

S. Generalizes from data.

G. Changes in one aspect of a culture will have effects on other aspects; changes will ramify, whether they are technological, in social organization, in ideology or whatever else is a part of the cultural system.

G. A person's frame of reference is affected by his total life experiences and affects his perceptions and interpretations.

S. Checks on the bias and competency of authors.

A. IS SCEPTICAL OF SINGLE-FACTOR CAUSATION.

d. The Cromwell government
successful, and Charles
to the throne. However
newed the struggle with
was deposed in the Glor
of 1688. The new king
nized the rights of Par
idea of limited monarch

itical conflict there is strug-
er scarce values or goals; each
ries to use the political sys-
o attain its goals.

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on's frame of reference is af-
by his total life experiences
fects his perceptions and in-
tations.

on the bias and competency of
s.

PTICAL OF SINGLE-FACTOR CAUS-

d. The Cromwell government did not prove successful, and Charles II was restored to the throne. However, James II renewed the struggle with Parliament and was deposed in the Glorious Revolution of 1688. The new king and queen recognized the rights of Parliament and the idea of limited monarchy.

43. Have a pupil tell the class about the Levellers and their demands. Pupils should compare these demands with the point of view of James I and then with the type of government set up under Cromwell. Discuss: Why do you think the revolution stopped short of meeting these demands for greater equality and democracy?

Ashley, *England in*
teenth Century, pp

44. Read aloud several quotations from Ashley on the modern interpretation of the powers of the King and the House and the reasons for the clash. Discuss: What does Ashley indicate is the reason why so many later historians pictured James as trying to *reduce* the powers of the House? Was the author whose account you read earlier a liberal or a conservative? How might his beliefs have affected his interpretation of the events? What factor does Ashley believe most important in leading to House demands for increased powers?

Ashley, *England in*
teenth Century, pp

45. Tell the class about the factors which led to the restoration of Charles II. Or perhaps have a pupil give a report on Cromwell and what happened after Cromwell's death.

pil tell the class about the Levellers and
ands. Pupils should compare these demands
point of view of James I and then with the
overnment set up under Cromwell. Discuss:
u think the revolution stopped short of meet-
demands for greater equality and democracy?

Ashley, England in the Seventeenth Century, pp. 112-113.

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ation of the powers of the King and the House
easons for the clash. Discuss: What does Ash-
ate is the reason why so many later historians
James as trying to reduce the powers of the
as the author whose account you read earlier
or a conservative? How might his beliefs have
his interpretation of the events? What factor
ey believe most important in leading to Houae
or increased powers?

Ashley, England in the Seventeenth Century, pp. 42-43, 65.

class about the factors which led to the restor-
Charles II. Or perhaps have a pupil give a
Cromwell and what happened after Cromwell's

G. Political revolutions are usually the result of multiple causes.

A. IS SCEPTICAL OF SINGLE-FACTOR CAUSATION.

G. Culture traits may change through a process of innovation from within.

G. Although culture is always changing, certain elements may persist for long periods of time.

G. Changes in one aspect of a culture will have effects on other aspects; changes will ramify, whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.

G. Culture traits may change through a process of innovation from within.

G. Although culture is always changing, certain elements may persist for long periods of time.

G. Constitutions may be written documents, but in some cases they exist wholly or in large part as custom and traditions.

46. Now have the class read a brief excerpt on the Glorious Revolution, the Petition of Rights, and other bills to strengthen Parliament after the Glorious Revolution. Have at least one good student read Ashley's account of the Glorious Revolution. Discuss the causes of the revolution. Also discuss the implications of the Glorious Revolution and the bills which were passed for the role of the monarchy. Ask: Had England become a democracy? Why or why not? How would you characterize the English government at this time?

West and West, S
Progress, pp.208
Ashley, England
teenth Century, c

47. Have a pupil report to the class on how the cabinet system of government became established in England. Discuss: How did this change affect the power of the monarchy? How does the Parliamentary cabinet system compare with our form of government?

Also discuss: What seems to be the basis of the English Constitution? How does it change?

West and West, S
Progress, pp.217-

he class read a brief excerpt on the Glorious
the Petition of Rights, and other
rengthen Parliament after the Glorious Revolu-
at least one good student read Ashley's account
ious Revolution. Discuss the causes of the
Also discuss the implications of the Glori-
ion and the bills which were passed for the
monarchy. Ask: Had England become a democ-
or why not? How would you characterize the
ernment at this time?

West and West, Story of Modern Progress, pp.208-211 (adapted).
Ashley, England in the Seventeenth Century, ch. 12.

l report to the class on how the cabinet sys
rnment became established in England. Dis-
did this change affect the power of the mon-
does the Parliamentary cabinet sysrem com-
ur form of government?
discuss: What seems to be the basis of the
stitution? How does it change?

West and West, Story of Modern Progress, pp.211-12 (adapted).

G. Constitutions change by formal amendment and by changes in custom and interpretation.

G. Continued engagement in conflict tends to bring about the acceptance by both parties of common rules regulating the conduct of conflict.

G. The separation of powers is intended to and does produce institutional deadlock and delay more often than parliamentary systems do. (Deadlock is ruled out of the operation of parliamentary systems by the dependence of the Cabinet on the on-going support of a majority of the legislators.)

G. All the institutions of society are interrelated; because of this interrelationship, a change in one institution is likely to affect other institutions.

S. Generalizes from data.

A. APPRECIATES AND RESPECTS THE CULTURAL CONTRIBUTIONS OF OTHER COUNTRIES.

G. Although culture is always changing, many elements persist for long periods of time.

f. The Reform bill of 183
cipation in government
unfair representation.
bills extended the vot
people.

g. By World War I Englanc
ocratic through a grad
ary process, and p
panded their loyalties
to England.

itutions change by formal
nent and by changes in cus-
nd interpretation.

nued engagement in conflict
to bring about the acceptance
th parties of common rules re-
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eparation of powers is intend-
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adlock and delay more often
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e dependence of the Cabinet
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f the legislators.)

he institutions of society
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tution is likely to affect
institutions.

alizes from data.

CIATES AND RESPECTS THE CUL-
CONTRIBUTIONS OF OTHER COUN-
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ugh culture is always chang-
many elements persist for long
ds of time.

f. The Reform bill of 1832 widened participation in government and got rid of unfair representation. Later reform bills extended the vote to many more people.

g. By World War I England had become democratic through a gradual, evolutionary process, and people had expanded their loyalties to the loyalty to England.

48. Have pupils read a selection on the Reform Bill of 1832. Discuss: Why was there need for reform at that time? Did the reform act bring democracy to England?	West and West, Progress,' pp. 3 376-79 (adapted
49. Now have pupils read about other reform acts of the 19th century. Discuss: From what you have studied so far, how would you characterize the way by which democracy was introduced into Great Britain? What had happened to Englishmen's loyalties over this period of time? How do you account for the fact that Englands form of democracy differs from that in the U.S.?	West and West, Progress, pp. 3

ils read a selection on the Reform Bill of 1832.
Why was there need for reform at that time?
reform act bring democracy to England?

West and West, Story of Modern Progress, pp. 363-65, 368-70, 376-79 (adapted).

pupils read about other reform acts of the 19th
Discuss: From what you have studied so far,
d you characterize the way by which democracy
oduced into Great Britain? What had happened to
ishmen's loyalties over this period of time? How
ccount for the fact that Englands form of democ-
fers from that in the U.S.?

West and West, Story of Modern Progress, pp. 381-382 (adapted).

G. The history of democracy over the last several centuries has been one of the gradual expansion of electorates by the elimination of voting qualifications.

A. IS CURIOUS ABOUT SOCIAL DATA.

S. Sets up hypotheses.

2. The French Revolution
crease in national loy
even though the revolu
it the strains of both
racy.

    a. The revolution led
    sical violence and
    English revolution.
    revolution differed
    olution and in some
    each other.

he history of democracy over the
st several centuries has been one
 the gradual expansion of elec--
rates by the elimination of vot-
g qualifications.

CURIOUS ABOUT SOCIAL DATA.

ts up hypotheses.

2. The French Revolution brought about an increase in national loyalty and democracy, even though the revolution carried within it the strains of both democracy and auto
racy.

   a. The revolution led to far greater physical violence and excessses than did
English revolution. In some ways the
revolution differed from the English r
olution and in some ways they resemble
each other.

50. Have pupils read excerpts from accounts of the Terror during the French Revolution. Most of the pupils should read an eye witness account or a fictionalized eye witness account, with different pupils reading different accounts. One or two poorer readers might read the account in Alderman. In addition to or instead of these accounts, you might show the film cutting on The Tale of Two Cities. Before showing it, give pupils a brief summary of the book so that they can follow the shortened version.

"Selected Readings
History." Pernoud a
The French Revoluti
280; Alderman, Libe
ity! Fraternity! pp
Film: Tale of Two C
(40 min. edited ver
T.F.C.

Afterwards, discuss: How did this revolution seem to differ from the revolution in England in either the 1640's or in 1688? What do you think might account for the differences? Point out the need to go back to look at conditions which led to the revolution and to examine some of the early events of the revolution. Ask pupils to try to identify any similarities and differences between the conditions and events in France and those in England. (e.g. Do there seem to be similar causes of the revolutions? Do there seem to be similar classes involved in different stages of the revolutions? Do the revolutions seem to progress through the same stages? Why didn't the English revolution result in the same amount of terror and violence as did the French Revolution? To what extent did the peasants and workers gain by the revolutions in both countries?)

read excerpts from accounts of the Terror
rench Revolution. Most of the pupils should
witness account or a fictionalized eye wit-
, with different pupils reading different
ne or two poorer readers might read the ac-
erman. In addition to or instead of these
u might show the film cutting on The Tale of
Before showing it, give pupils a brief sum-
book so that they can follow the shortened

discuss: How did this revolution seem to dif-
revolution in England in either the 1640's or
at do you think might account for the differ-
t out the need to go back to look at conditions
the revolution and to examine some of the
of the revolution. Ask pupils to try to i-
similarities and differences between the con-
events in France and those in England. (e.g.
m to be similar causes of the revolutions?
m to be similar classes involved in different
e revolutions? Do the revolutions seem to pro-
h the same stages? Why didn't the English
esult in the same amount of terror and violence
rench Revolution? To what extent did the peas-
kers gain by the revolutions in both countries?)

"Selected Readings in European History," Pernoud and Flaissier, The French Revolution, pp. 242-280; Alderman, Liberty! Equality! Fraternity! pp. 153-161.
Film: Tale of Two Cities (40 min. edited version), T.F.C.

S. Generalizes from data.

S. Differentiates between facts, inferences and value judgments.

S. Generalizes from data.

b. In the seventeenth centur
greatly reduced the power
and sectionalism in Franc
an absolute, enlightened m
ever, even he was unable
his powers at the expense
away all of the privilege
bles.

1) Louis had been much af
Fronde wars against th
his youth; when he cam
ity, he reduced the po
by appointing bourgeoisi
offices in government
However, he appeased t
making their life enjo
and by offering them o

2) Louis increased the po
but also increased the
numerous wars.

3) By revoking the Edict
XIV drove out large nu
workers and middle cla

c. Under Louis XV and Louis
regained much of their ol
offices.

lizes from data.

entiates between facts, infer-
and value judgments.

b. In the seventeenth century, Louis XIV greatly reduced the powers of nobles and sectionalism in France and set up an absolute, enlightened monarchy; however, even he was unable to increase his powers at the expense of taking away all of the privileges of the nobles.

1) Louis had been much affected by the Fronde wars against the king during his youth; when he came to his majority, he reduced the power of the nobles by appointing bourgeoisie to the higher offices in government and the army. However, he appeased the nobles by making their life enjoyable at court and by offering them other favors.

2) Louis increased the power of France but also increased the debt by his numerous wars.

3) By revoking the Edict of Nantes, Louis XIV drove out large numbers of skilled workers and middle class members.

lizes from data.

c. Under Louis XV and Louis XVI the nobles regained much of their old power over offices.

51. Have a group of students present a symposium on Louis XIV's reign. Or have them present a panel discussion on the topic: Did Louis XIV do more good or harm to France during his reign? The group should try to explain the Fronde wars, how Louis reduced the power of the nobles, court life at Versailles, Louis' attitudes toward the power of the king, Louis' wars and debts, Colbert's economic policies and reforms, and the effects of the revocation of the Edict of Nantes.

Afterwards, have students classify some of the statements made in terms of facts, inferences, and value judgments.

Apsler, The Sun
XIV of France;
Splendid Centur
Louis XIV and t
of France; "Sel
In European His

52. Have several students role-play a discussion among a group of nobles at the time of Louis XVI. They should discuss Louis XVI's qualities as king as compared to those of Louis XIV and Louis XV. They should also disucss their reactions to the role of nobles under Louis XVI as compared to their role under Louis XIV.

World History t
Lefebvre, The C
Fr. Revol.
Gershoy, Era of
Encyclopedias.

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: Did Louis XIV do more good or harm to France
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fe at Versailles, Louis' attitudes toward the power
ing, Louis' wars and debts, Colbert's economic
and reforms, and the effects of the revocation
dict of Nantes.

Apsler, The Sun King, Louis XIV of France; Lewis, The Splendid Century; Ashley, Louis XIV and the Greatness of France; "Selected Readings in European History."

ds, have students classify some of the state-
de in terms of facts, inferences, and value judg-

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of Louis XIV and Louis XV. They should also
their reactions to the role of nobles under
l as compared to their role under Louis XIV.

World History textbooks.
Lefebvre, The Coming of the Fr. Revol.
Gershoy, Era of the Fr. Revol.,
Encyclopedias.

G. Certain aspects of the social structure may inhibit marked social change and innovation.

G. Coalitions and temporary associations will result from conflict where primarily pragmatic interests of the participants are at stake.

G. The use of different criteria result in different classifications.

G. A person's frame of reference is affected by his total life experiences and affects his perceptions and interpretations.

S. Checks on the bias of authors.

S. Distinguishes between facts, inferences and value judgments.

d. Prior to the revoluti
were divided into thre
estates.

1) The clergy paid al
though the church
free gifts to the
top church leaders
bles and rich, whi
this estate were p
with little power
for the peasants.

2) The nobility had m
cluding exemption
taxes and the righ
the important poli
ligious offices; h
included many impo
well as rich noble
members of the thi
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tain aspects of the social struc-
e may inhibit marked social change
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alitions and temporary associations
l result from conflict where prim-
ly pragmatic interests of the par-
ipants are at stake.

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different classifications.

person's frame of reference is af-
cted by his total life experiences
affects his perceptions and in-
rpretations.

ecks on the bias of authors.

stinguishes between facts, infer-
ces and value judgments.

d. Prior to the revolution, the French peop
were divided into three major classes or estates.

1) The clergy paid almost no taxes, although the church leaders voted certai free gifts to the king each year; the top church leaders were primarily nobles and rich, while most members of this estate were poor country clergy with little power and much sympathy for the peasants.

2) The nobility had many privileges, including exemption from most of the taxes and the right to hold most of the important political and even religious offices; however, this estate included many impoverished nobles as well as rich nobles. Moreover, rich members of the third estate had been able to purchase titles or had been granted them for their services.

Afterwards, discuss: What problems arise in hereditary monarchies? How would you expect the upper middle class members to react to the increased power of the nobles after Louis XIV's death?

53. Have pupils read different descriptions of the three estates prior to the French Revolution. They should read something about each of the estates. Then hold a general class discussion on such questions as: If you had been a peasant, how would you have reacted to the privileges of the nobles and the high clergy? If you had been a rich merchant, how would you have reacted to these privileges? To what extent would you expect the members of the first and second estates to show a united front against attempts to change privileges? To what extent did the actual class differences vary from the idealized picture of classes? How did life in this period differ from life in the Middle Ages? Also discuss: How could you classify social classes in France at the time other than by estates? How would your criteria differ from those used in the classification by estates?

Becker. Modern
Hayes and Faiss
Times, pp. 7-1
Liberty! Equal
ch. 3 (the poo
Coming of the
pp. 7-14, 35-4
124; "Selected
European Histo

Have pupils read Thomas Jefferson's remarks about the peasants of Champagne. Discuss: What does this passage illustrate about the way in which an author's culture may affect his perceptions? Which of the statements are factual? Which represent value judgments? How would you classify Jefferson's reason for the clustering of farmers in villages?

"Selected Rea
History."

3

ards, discuss: What problems arise in hereditary
ies? How would you expect the upper middle class
to react to the increased power of the nobles
ouis XIV's death?

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rior to the French Revolution. They should read
ng about each of the estates. Then hold a general
iscussion on such questions as: If you had been
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nobles and the high clergy? If you had been a
erchant, how would you have reacted to these priv-
? To what extent would you expect the members of
rst and second estates to show a united front a-
attempts to change privileges? To what extent did
tual class differences vary from the idealized pic-
f classes? How did life in this period differ from
the Middle Ages? Also discuss: How could you
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ates? How would your criteria differ from those
the classification by estates?

Becker, Modern History, ch. 6; Hayes and Faissler, Modern Times, pp. 7-13; Alderman, Liberty! Equality! Fraternity! ch. 3 (the poor); Lefebvre, Coming of the Fr. Revol., pp. 7-14, 35-44, 86-96, 114-124; "Selected Readings on European History."

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fect his perceptions? Which of the statements are
l? Which represent value judgments? How would you
fy Jefferson's reason for the clustering of farmers
lages?

"Selected Readings on European History."

S. Generalizes from data.

S. Differentiates between facts and inferences.

S. Checks on the completeness of data and is wary of generalizations based on insufficient evidence.

S. Identifies card stacking.

G. Changes in one aspect of society will have effects upon other aspects; changes will ramify whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.

G. Revolutions are usually the result of multiple factors.

3) The third estate was
three major groups:
the town workers, a
geois or middle clas
and businessmen.

a) The peasants were
off as many Europ
in the 18th centu
by our standards,
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Their lot h
proving until dra
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b) The city workers
poor conditions w
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nearly so fast as

c) The merchants and
went through a pe
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century; however,
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nges in one aspect of society
have effects upon other as-
ts; changes will ramify whether
are technological, in social
anization, in ideology, or what-
else is a part of the cultural
em.

olutions are usually the result
multiple factors.

3) The third estate was divided into three major groups: the peasants, the town workers, and the bourgeois or middle class merchants and businessmen.

a) The peasants were not so badly off as many European peasants in the 18th century, even though by our standards, their economic lot was extremely poor. Their lot had been improving until draught, poor crops, and depression made their lot worse again. The peasants disliked paying taxes from which nobles were exempt. They resented the fedual dues which they still owed the owner of the manor, even though the peasants owned their own land in a majority of cases.

b) The city workers lived in very poor conditions which grew worse during the general rise in prosperity during the 18th century because wages did not rise nearly so fast as prices.

c) The merchants and businessmen went through a period of rising prosperity during the 18th century; however, they had lost some of their former political power under Louis XIV.

54. Have a group of good students present a panel discussion on the question : Was the French Revolution the result of extreme poverty among peasants and workers? They should discuss such questions as: Were the peasants better or worse off than in the seventeenth century? Were they better or worse off than peasants in other parts of continental Europe? What happened to the lot of French peasants just prior to the revolution? What happened to the living levels and conditions of artisans and town workers during the 18th century? To what extent had the bourgeoisie increased its political power or found its political power limited during the 18th century? Why might this discrepancy between economic power and political power cause problems?

Or give pupils quotations from different authors who present different points of view toward poverty as a cause of the revolution and who present data on economic changes during the 18th century. Have pupils read them and then hold a general class discussion on the question suggested for a panel discussion and the other questions suggested for the panel members.

Greenlaw, ed.
nomic Origins
French Revolu
Poverty or Pr
Gershoy, Era
French Revolu
14-17.

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ower cause problems?

Greenlaw, ed. The Economic Origins of the French Revolution -- Poverty or Prosperity?
Gershoy, Era of the French Revolution, pp. 14-17.

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e revolution and who present data on economic chang-
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hold a general class discussion on the question
sted for a panel discussion and the other questions
sted for the panel members.

G. Certain aspects of the social structure may inhibit marked social change and innovation.

G. Culture traits may change by a process of diffusion.

G. People who are in contact with each other tend to borrow cultural traits from each other.

e. Although France itself had b
more prosperous during the e
eenth century, the monarchy
funds to pay for its war deb
army.

  1) Although the court spent
  lavishly, the court expe
  were only a minor part o
  budget and were not real
  cial in bringing on the
  cial crisis of the monar

  2) The aid given to the Ame
  in their revolution agai
  England forced the monar
  ther into debt.

  3) The bourgeoisie had for y
  operated with the crown
  the desires of the noble
  more power; they had pro
  loans to the kings. The
  geoisie had developed co
  able financial and econ
  er but had lost some of
  political plower which
  held under Louis XIV.
  wished to gain politica
  to equal their economic
  and they had the Americ
  lution and the English
  tion to inspire them.
  before the French Revol
  they refused to loan mo
  to the king.

spects of the social
may inhibit marked
ange and innovation.

raits may change by a
f diffusion.

o are in contact with
r tend to borrow cul-
its from each other.

e. Although France itself had become more prosperous during the eighteenth century, the monarchy lacked funds to pay for its war debts and army.

   1) Although the court spent money lavishly, the court expenses were only a minor part of the budget and were not really crucial in bringing on the financial crisis of the monarchy.

   2) The aid given to the Americans in their revolution against England forced the monarchy further into debt.

   3) The bourgeoisie had for years cooperated with the crown against the desires of the nobles for more power; they had provided loans to the kings. The bourgeoisie had developed considerable financial and economic power but had lost some of their political power which they had held under Louis XIV. They wished to gain political power to equal their economic power and they had the American revolution and the English revolution to inspire them. Shortly before the French Revolution; they refused to loan more money to the king.

55. Have each pupil read one of several accounts on the financial problems facing the king and on the proposed financial reforms. Then do the following:

   a. Have a group of students role-play a discussion among a group of nobles about the financial problems facing the king and the proposed reforms.

   b. Have another group of students role-play a discussion among a group of bourgeoise about these financial problems and the proposed reforms.

   c. Then have a third group of students role-play a discussion among a group of peasants about the king's financial problems and the proposed reforms.

   d. Have pupils read the account by Weber of the influence of the American Revolution upon the French soldiers who fought in America. Discuss: What attitude does the author have toward the extension of these ideas to France? Why? Was this influence of ideas the major way in which the American Revolution contributed to the overthrow of the French monarchy? Why or why not?

Lefebure, Coming
French Revolution,
19-25; Alderman, L
Equality! Fraterni
ch. 2; Hayes and F
Modern Times, pp.
Becker, Modern His
pp. 214-215.

"Selected Readings
European History.'

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Lefebure, *Coming of the French Revolution*, pp. 19-25; Alderman, *Liberty! Equality! Fraternity!*, ch. 2; Hayes and Faissler, *Modern Times*, pp. 25-27; Becker, *Modern History*, pp. 214-215.

"Selected Readings in European History."

G. Certain aspects of the social structure may inhibit marked social change and innovation.

G. The institutions of government constitute the arena or the structure within which authoritive decisions of the political process are made; they thus affect those decisions.

4) Finally, the king's
cided that tax refor
essary.

f. France had not develope
kind of representative
the English prior to th
tion; however, there we
traditional bodies whic
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an estates general.

1) Louis XIV had agreed
of the provinces mai
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within the provinces
of different provinc
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2) The old courts of ju
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institutions of government
titute the arena or the struc-
within which authoritive de-
ons of the political process
made; they thus affect those
sions.

4) Finally, the king's advisors decided that tax reforms were necessary.

f. France had not developed the same kind of representative group as had the English prior to their revolution; however, there were certain traditional bodies which opposed the king, and there was a tradition of an estates general.

1) Louis XIV had agreed to let some of the provinces maintain their local laws and provincial assemblies with a good deal of power within the provinces. The powers of different provincial assemblies differed considerably, but all were dominated by the nobles.

2) The old courts of justice or Parliaments in towns acquired considerable power; no decree could become law unless registered by these Parliaments. Although they were supposed to register laws if the king held a lit of justice and ordered them to, many refused to do so when it came to new tax decrees which would have removed privileges from the nobles who dominated the Parliaments.

56. Use the chalkboard to outline briefly the role of the Parliaments and provincial assemblies, Louis XIV's attitude toward them, the way they had changed since his death, their attitude toward proposed changes in taxes and privileges of nobles, and their demand for the call of a session of the Estates General. Also outline briefly for the class the traditional way in which that body had met (in three different bodies, each with an equal vote).

Lefebvre, The Comin
the French Revoluti
pp. 17-19.

Perhaps have pupils read brief excerpts from Young on provincial reactions to the Parliaments.

"Selected Readings
European History."

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and provincial assemblies, Louis XIV's atti-
them, the way they had changed since his
r attitude toward proposed changes in taxes
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class the traditional way in which that body
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Lefebvre, The Coming of the French Revolution, pp. 17-19.

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"Selected Readings on European History."

G. Coalitions and temporary associations will result from conflict where primarily pragmatic interests of the participants are at stake.

G. The institutions of government constitute the arena or the structure within which authoritative decisions of the political process are made; they thus affect those decisions.

3) In 1789 the Estates Ge
not met for 100 years;
it met in three differ
each representing a di
class or estate, and e
one vote. It had neve
ed the power which the
Parliament had by the
James I.

g. The Revolution moved thro
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2) The bourgeois elements
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primarily pragmatic interests
participants are at stake.

stitutions of government
tute the arena or the struc-
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de; they thus affect those
ons.

3) In 1789 the Estates General had not met for 100 years; formerly, it met in three different bodies, each representing a different class or estate, and each with one vote. It had never developed the power which the English Parliament had by the time of James I.

g. The Revolution moved through a number of stages and involved the participation of all elements in French life.

1) It was possible because the nobles in provincial assemblies and in the judicial Parliaments refused to grant or register new taxes unless the king agreed to call an Estates General which they hoped to control.

2) The bourgeois elements cooperated with the nobles in trying to get an Estates General; they withheld traditional loans which the king needed; however, once the Estates General was called, they moved into the dominant position and by and large controlled the revolution from then on.

57. Now discuss: Would you expect the bourgeoisie to support the Parliaments in their demands for an Estates General? Why or why not? Would they want any changes in the way in which this body operated and in membership? Why or why not? How would nobles want the body to operate?

Lefebvre, Coming of the French Revolution, pp. 25-34.

Now describe very briefly the demands of the Parliaments for the traditional meeting in three bodies and the demands of the bourgoisie for more representatives and for one body. Describe the King's compromise before the Estates General met and the way in which the elections were to be held and cahiers prepared.

S. Generalizes from data.

A. IS CURIOUS ABOUT SOCIAL DATA.

58. Divide the class into three groups, one to read a cahier from the first estate, one from the second estate, and one from the third estate. Then hold a general class discussion in which pupils are asked to indicate some of the major requests of their estate and the other students are asked to compare these requests with the stand of their estates. Also discuss: What does the cahier from the first estate indicate about who dominated the convention which drew it up? What does the cahier from the third estate indicate about who dominated that convention? Why do you think the bourgoisie dominated many of the conventions and made up a majority of those elected by the third estate to the Estates General?

Dawson, ed., The Fr
Revolution, pp. 22-
27-30; Stewart, ed
A Documentary Surv
the French Revolut
pp. 57-64, 64-75,
84.

59. Have a group of students organize a secret press and prepare a series of one page news releases and news extras on the following events:

a. The Opening of the Estates General.
b. The King's meeting with the Estates General following the Tennis Court Oath and his final decision to give in to the Third Estate.
c. The Fall of the Bastille, July 14, 1789.
d. The March to Versailles to bring back the royal family to Paris (Oct., 1789).
e. The confiscation of church property (Nov., 1789) and the decree on the election of clergy (July, 1790).
f. The failure of the King's flight to Varennes (June, 1791).
g. The July 17, 1791 rally at the Champ de Mars and its effects on the elections to the new legislative assembly (which met in Oct., 1791).
h. The Declaration of War against Austria (April, 1792) and early French defeats.

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the first estate, one from the second
one from the third estate. Then hold a
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y French defeats.

Dawson, ed., The French Revolution, pp. 22-25, 27-30; Stewart, ed., A Documentary Survey of the French Revolution, pp. 57-64, 64-75, 76-84.

S. Generalizes from data.

i. The capture of the Tuilleries (July, 1792).
j. The death of Louis XVI (Jan., 1793).
k. The Vendian and Dumouriez revolts (March, 1793).
l. The Establishment of the Committee of Public Safety (April, 1793).
m. The Downfall of the Girondist leaders (June, 1793).
n. Foreign Danger and Internal Revolts during 1793.
o. French military successes towards the end of the Terror.
p. The Death of Danton (April, 1794).
q. The Death of Robespierre (July, 1794).

The committee should decide ahead of time what general attitude it will take toward the revolution and should then assign writers to prepare the different broadsides. At times the press releases might include brief excerpts from eye witness accounts, done as reports on interviews with certain people. Each broadside should be distributed to students on the date assigned by the committee and the teacher. Students should be given a chance to read and discuss the broadsides. At times, special extras might be prepared and distributed at important points in the class discussion. Students should keep these news releases which will provide them with considerable data about the course of events during the French Revolution. The time at which each of the news releases should be presented is indicated below, so that their relationship to other activites can be seen more clearly.

30. Have the press committee distribute their first news release on the opening of the Estates General. After the pupils have read it, discuss: How do you think each of the three estates would feel after this opening session?

Eds. of Horizon Mag
The French Revoluti
pp. 18-22.

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of Louis XVI (Jan., 1793).
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Eds. of Horizon Magazine,
The French Revolution,
pp. 18-22.

S. Checks on the bias and competency of authors.

S. Looks for points of agreement and disagreement among witnesses and authors.

G. Any decision is in part a product of the internalized values, the perceptions, and the experiences of the person making the decision.

G. The decision-maker reacts to pressures from other decision-makers and from public opinion.

S. Sets up hypotheses.

S. Tests hypotheses against data.

3) The city workers hel
the National Assembl
king's desire to use
crush it; they used
various times and te
the revolutionary le
greater extremes.

on the bias and competency
hors.

for points of agreement and
eement among witnesses and
s.

cision is in part a product
internalized values, the
tions, and the experiences
person making the decision.

cision-maker reacts to pres-
from other decision-makers
om public opinion.

p hypotheses.

hypotheses against data.

3) The city workers helped protect the National Assembly from the king's desire to use the army to crush it; they used violence at various times and tended to push the revolutionary leaders to greater extremes.

61. Pupils should read Arthur Young's remarks about public opinion at the time of the opening of the Estates General. Discuss: Why did the Third Estate think it essential to sit as one body? Was their desire in line with or opposed to French traditions?	"Selected Readi European Histor
62. Have pupils do the exercise adapted from Fling on the Tennis Court Oath. Be sure to discuss the bias and competency of the different witnesses and authors.	"Exercise on th Court Oath."
63. Have the press committee distribute their news release on the King's meeting with the Estates General following the Tennis Court Oath and his final decision to give in to the Third Estate. After pupils have read the release, discuss: Why might Louis later repent his decision? How would many of the nobles and higher clergy feel about this decision? What might the king try to do about it?	Eds. of Horizon The French Revo 24-25.
64. Have the press committee distribute an extra on the king's order to bring troops to the outskirts of Paris. Discuss: How do you think the people of Paris and the majority of the Assemby might feel about this move?	Eds. of Horizon The French Revo pp. 31-32. Lefebvre, Comin French Revoluti 80-82.
65. Have the press committee distribute its news release on the Fall of the Bastille. After pupils have read this release, discuss: Why did the fall of the Bastille seem so important in later French history when so few	Pernaud and Fla eds., The Frenc lution, pp. 29- Eds. of Horizon

ould read Arthur Young's remarks about public t the time of the opening of the Estates Gen- scuss: Why did the Third Estate think it es- o sit as one body? Was their desire in line pposed to French traditions?	"Selected Readings on European History."
ls do the exercise adapted from Fling on the urt Oath. Be sure to discuss the bias and com- f the different witnesses and authors.	"Exercise on the Tennis Court Oath."
press committee distribute their news release ng's meeting with the Estates General follow- ennis Court Oath and his final decision to o the Third Estate. After pupils have read se, discuss: Why might Louis later repent ion? How would many of the nobles and higher el about this decision? What might the king about it?	Eds. of Horizon Magazine, The French Revolution, pp. 24-25.
press committee distribute an extra on the der to bring troops to the outskirts of Paris. How do you think the people of Paris and the of the Assemby might feel about this move?	Eds. of Horizon Magazine, The French Revolution, pp. 31-32. Lefebvre, Coming of the French Revolution, pp. 80-82.
press committee distribute its news release ll of the Bastille. After pupils have read ase, discuss: Why did the fall of the Bastille mportant in later French history when so few	Pernaud and Flaisser, eds., The French Revolution, pp. 29-45. Eds. of Horizon Magazine,

G. Frustration may result in aggression or scapegoating.

G. The decision-maker reacts to pressures from other decision-makers and to public opinion.

A. IS SCEPTICAL OF THEORIES OF SINGLE CAUSATION.

S. Generalizes from data.

4) The peasants rose up
feudal domination an
rights by violence w
later accepted by th
Assembly dominated b
geoise.

tration may result in aggres-
or scapegoating.

decision-maker reacts to pres-
s from other decision-makers
to public opinion.

CEPTICAL OF THEORIES OF SINGLE
ATION.

ralizes from data.

4) The peasants rose up against feudal domination and obtained rights by violence which were later accepted by the National Assembly dominated by the bourgeoise.

prisoners were found? Why do you think it ended in such bloody treatment of the commander of the Bastille and some of his men? Does the data support or contradict your hypotheses about the reactions of Parisians to the movement of troops to Paris?

The French Revol
pp. 29-40.
Alderman, Libert
ity! Fraternity!
Lefebvre, Cominc
French Revolutio
83-102.

66. Have pupils read a brief account of the peasant uprisings after the fall of the Bastille. Discuss: Why do you think the peasants went to such extremes? Why do you think they took matters into their own hands rather than waiting for the National Assembly to take action?

"Selected Readir
European History

Now read pupils a brief description of the excited actions on the part of the nobles in the assembly during August 4-5. Ask: Why do you think the nobles agreed to give up all of these privileges? Now have pupils read the decree by which the assembly abolished feudual remnants. Discuss: Did this decree seem to go as far as the nobles had gone during the nights of Aug. 4-5? Why do you think it toned down some of the earlier promises?

Lefebvre, Cominc
French Revolutic
139-143.
"Selected Readir
European History

67. Have pupils read the "Declaration of the Rights of Man and Citizen." Discuss: How does this document compare with the rights guaranteed in the U.S. Constitution? To what extent did the document indicate real changes from the days prior to the meeting of the Estates General?

"Selected Readi
European Histor

ere found? Why do you think it ended in treatment of the commander of the Bastille his men? Does the data support or contra- ypotheses about the reactions of Parisians ment of troops to Paris?	The French Revolution, pp. 29-40. Alderman, Liberty! Equality! Fraternity!, ch. 1. Lefebvre, Coming of the French Revolution, pp. 83-102.
read a brief account of the peasant upris- the fall of the Bastille. Discuss: Why do he peasants went to such extremes? Why do hey took matters into their own hands rather g for the National Assembly to take action?	"Selected Readings on European History."
pils a brief description of the excited the part of the nobles in the assembly dur- 4-5. Ask: Why do you think the nobles ive up all of these privileges? Now have the decree by which the assembly abolished nnants. Discuss: Did this decree seem to go he nobles had gone during the nights of Aug. do you think it toned down some of the ear- es?	Lefebvre, Coming of the French Revolution, pp. 139-143. "Selected Readings on European History."
read the "Declaration of the Rights of Man n." Discuss: How does this document compare ights guaranteed in the U.S. Constitution? ent did the document indicate real changes ys prior to the meeting of the Estates Gen-	"Selected Readings on European History."

?

G Countries are more intolerant of those they consider subversive in times of crisis and threats from abroad than during times when they face no such threats.

G. The decision-maker reacts to pressures from other decision-makers and to public opinion.

S. Sets up hypotheses.

G. Effective political communication depends on the effective manipulation of symbols, stereotypes, and other communication shortcuts.

S. Identifies persuasion devices.

S. Sets up hypotheses.

5) Worries about foreign in
and plots by the king pl
bread shortages led Pari
to march to Versailles t
back the royal family to

6) The decree on the electi
the clergy antagonized m
French Catholics and led
king to try to escape.

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se they consider subversive in
es of crisis and threats from
oad than during times when they
e no such threats.

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es from other decision-makers
to public opinion.

s up hypotheses.

ective political communication
ends on the effective manipu-
ion of symbols, stereotypes,
other communication shortcuts.

ntifies persuasion devices.

s up hypotheses.

5) Worries about foreign invasion and plots by the king plus bread shortages led Paris mobs to march to Versailles to bring back the royal family to Paris.

6) The decree on the election of the clergy antagonized many French Catholics and led the king to try to escape.

68. Have the press committee distribute the news release concerning the March to Versailles to bring back the royal family. Afterwards, discuss: What factors caused the people to go to Versailles and act in this way? What groups of people were involved? What effect do you think it may have had on the king? on the National Assembly? Perhaps have each pupil pretend to be either a monarchist writing on emigré or a member of the bourgeoise writing to a friend in another city. He should clearly describe his reactions to the recent events.	Pernaud and Flais eds., The French lution, pp. 56-69 Eds. of Horizon M The French Revolu pp. 44-47. Alderman, Liberty ity! Fraternity!;
69. Have the press committee distribute the news release about the confiscation of church property and the decree on the election of the clergy. Ask: How do you think these decrees would have affected devout Catholics? the king?	"Selected Readings History."
70. Have pupils read Marat's Address to Citizens. Discuss: What devices does Marat use to arouse citizens to action? What might be the results of a number of editorials and speeches such as this?	"Selected Readings History."
71. Have the press committee distribute the news release about the failure of the king's flight to Varennes. Afterwards, discuss the implications of the flight. How might many of those supporting the revolution feel about the flight?	Eds. of Horizon M The French Revolu pp. 56-69. Alderman, Liberty ity! Fraternity!, Pernaud and Flais eds. The French R tion, pp. 70-107.

press committee distribute the news release g the March to Versailles to bring back the ily. Afterwards, discuss: What factors e people to go to Versailles and act in this t groups of people were involved? What ef- ou think it may have had on the king? on the Assembly?	Pernaud and Flaisser, eds., The French Revolution, pp. 56-69. Eds. of Horizon Magazine, The French Revolution, pp. 44-47. Alderman, Liberty! Equality! Fraternity!, ch. 7.
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.s read Marat's Address to Citizens. Discuss: ces does Marat use to arouse citizens to ac- at might be the results of a number of edi- nd speeches such as this?	"Selected Readings in European History."
press committee distribute the news release failure of the king's flight to Varennes. s, discuss the implications of the flight. many of those supporting the revolution feel flight?	Eds. of Horizon Magazine, The French Revolution, pp. 56-69. Alderman, Liberty! Equality! Fraternity!, ch. 8 Pernaud and Flaissier, eds. The French Revolution, pp. 70-107.

S. Tests hypotheses against data.

S. Sets up hypotheses.

S. Sets up hypotheses.

S. Tests hypotheses against data.

S. Sets up hypotheses.

G. The decision-maker reacts to pressures from other decision-makers and to public opinion.

G. Countries are more intolerant of those they consider subversive in times of crisis and threats from abroad than during times when they face no such threats.

7) Renewed fears of foreign
sion, war reverses, revo
economic distress and
forceful propaganda led
mob action against the K
massacre of many people
sons, the overthrow of t
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and the establishment of
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from other decision-makers
public opinion.

ies are more intolerant of
they consider subversive in
of crisis and threats from
d than during times when they
no such threats.

7) Renewed fears of foreign invasion, war reverses, revolts, economic distress and forceful propaganda led to new mob action against the King, the massacre of many people in prisons, the overthrow of the leaders of the National Convention, and the establishment of the Committee on Public Safety and then the Terror.

72. Have the press committee distribute the news release about the July 17 rally at the Champ de Mars. Discuss: What effect do you think this event might have upon the elections for the new assembly under the new constitution? Then have the press committee bring in an extra on the results of the elections and the division of members in the new legislative assembly.	Eds. of Horizon M The French Revolu pp. 71-77. Alderman, Liberty ity! Fraternity!, 99
73. Have pupils read the Declaration of Pillnitz. Discuss: Even though many did not believe that the rulers of Austria and Prussia meant to invade France, how do you think they reacted to such a declaration? Would it make the leaders of the revolution more or less likely to treat the king well?	"Selected Reading European History.
74. Have the press committee distribute a series of extras on the declaration of the war against Austria and the early French defeats at the hands of Austria. Discuss the probable effects upon: (a) the king, (b) those loyal to the revolution, (c) those who did not particularly support the revolution but were not stauch loyalists.	Eds. of Horizon M The Fr. Revolutio 81.
75. Have the press committee distribute a news release about the capture of the Tuilleries. Then discuss the reasons for the event and the probable effects.	Pernaud and Flai The Fr. Revoluti 141. Eds. of Hor The Fr. Revol., Alderman, Libert Fraternity!, pp.

press committee distribute the news release July 17 rally at the Champ de Mars. Discuss: ct do you think this event might have upon the for the new assembly under the new constitu- en have the press committee bring in an extra sults of the elections and the division of mem- he new legislative assembly.	Eds. of Horizon Magazine, The French Revolution, pp. 71-77. Alderman, Liberty! Equality! Fraternity!, pp. 94-99
ls read the Declaration of Pillnitz. Discuss: gh many did not believe that the rulers of nd Prussia meant to invade France, how do you y reacted to such a declaration? Would it make rs of the revolution more or less likely to king well?	"Selected Readings on European History."
press committee distribute a series of extras claration of the war against Austria and the nch defeats at the hands of Austria. Discuss ble effects upon: (a) the king, (b) those the revolution, (c) those who did not particu- port the revolution but were not stauch loyal-	Eds. of Horizon Magazine, The Fr. Revolution, pp. 78-81.
e press committee distribute a news release a- capture of the Tuilleries. Then discuss the for the event and the probable effects.	Pernaud and Flaissier, eds., The Fr. Revolution, pp. 126-141. Eds. of Horizon Magazine, The Fr. Revol., pp. 83-87. Alderman, Liberty! Equality! Fraternity!, pp. 101-106.

S. Tests hypotheses against data.

S. Checks on the completeness of data and is wary of generalizations based on insufficient evidence.

G. Frustration may result in aggression or scapegoating.

G. Democracy does not bear up well in societies in which basic dissatisfactions with the social and economic institutions prevail and become the focus of political competition.

G. Countries are more intolerant of those they consider subversive in times of crisis and threats from abroad than during times when they face no such threats.

76. Ask: On the basis of what you have read so far, what groups of people do you think dominated the crowds which led the action against the Bastille, the seizure of the royal family at Versailles, the capture of the Tuileries, and other such actions?

Now place figures and estimates collected by Rude about participants on the chalkboard. To what extent do the actual statistics about participants support or contradict the pupils' hypotheses?

Rude, The Crowd in Revolution, pp. 1 246-249.

77. Have a pupil report on Rude's analysis of the motives of members of these crowds. Discuss these motives and the way in which the actions by the mobs affected the actions of leaders of the revolution in the different legislative assemblies.

Rude, The Crowd i Revolution, pp. 1 52.

78. Have pupils read the proclamation by the Council-General of Paris in September of 1792 and Marceau's recollections of the calls for action against the invaders and for the defense of Paris. Ask: Suppose you had been a citizen of Paris at that time. How would the threat from the invasion have affected your attitudes toward the king and royalist supporters? (If necessary, remind pupils of the statements of the rulers of the invading countries about the King of France.) How might such an invasion affect the attitudes of those who had not particularly liked events of the revolution but who were not nobles? What kinds of action might you expect to result from the speeches made by leaders and from the cry of the recruits?

"Selected Reading History."

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eople do you think dominated the crowds which
ion against the Bastille, the seizure of the
y at Versailles, the capture of the Tuiler-
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Rude, The Crowd in the French Revolution, pp. 178, 180-189, 246-249.

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Rude, The Crowd in The French Revolution, pp. 191-208, 251-52.

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"Selected Readings in European History."

A. VALUES PROCEDURAL SAFEGUARDS FOR THOSE ACCUSED OF CRIMES.

G. Countries are more intolerant of those they consider subversive in times of crisis and threats from abroad than during times when they face no such threats.

G. The contrast between democratic and non-democratic political systems may be looked at as a conflict in basic underlying values. (The democratic system includes the following values: respect for the individual personality and individual freedom, belief in rationality, equality, justice, rule by law, and constitutionalism.)

S. Sets up hypotheses.

S. Tests hypotheses against data.

S. Sets up hypotheses.

79 Now have each pupil read one account of the September Massacres. Most of them might read the brief account in the "Selected Readings," but a few might read different accounts in other books of readings. Discuss: How can you account for such bloody treatment of prisoners? Why do you think the leaders of Paris did not put a stop to such massacres? Would you describe the society in which these actions took place as democratic? Why or why not?	"Selected Readin European History Pernaud and Flai The French Revol pp. 142-153.
80. Have the press committee distribute a news release about the death of Louis XVI. It should include a resume of the charges against him. Discuss: How would other European monarchs and people in other countries who supported limited monarchies react to his death?	Eds. of Horizon The French Revol pp. 99-101. Flaissier and Pe The French Revol 174-203. Alderma Equality! Frater
81. Have the press committee distribute brief extras about the revolt of the Vendians and Dumouriez's revolt. They should include an analysis of causes of the revolts. After pupils have read each one, discuss the probable effects.	Eds. of Horizon The French Revol 102-107.

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ounts in other books of readings. Discuss: How
account for such bloody treatment of prisoners?
you think the leaders of Paris did not put a
such massacres? Would you describe the society
h these actions took place as democratic? Why
not?

"Selected Readings in European History;" Pernaud and Flaissier, eds., The French Revolution, pp. 142-153.

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Eds. of Horizon Magazine, The French Revolution, pp. 99-101. Flaissier and Pernaud, eds. The French Revolution, pp. 174-203. Alderman, Liberty! Equality! Fraternity! ch. 11.

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upils have read each one, discuss the probable
.

Eds. of Horizon Magazine, The French Revolution, pp. 102-107.

S. Tests hypotheses against data.

G. In political conflict there is a struggle over control of scarce values or goals; these goals may be economic or non-economic. The conflicting sides attempt to use the authority of the political system to win the conflict.

S. Applies previously-learned generalizations to new data.

S. Sets up hypotheses.

S. Tests hypotheses against data.

G. Countries are more intolerant of those they consider subversives in times of crisis and threats from abroad than during times when they face no such threats.

A. VALUES PROCEDURAL SAFEGUARDS FOR THOSE ACCUSED OF CRIMES.

82. Have pupils read and discuss the press committee's news release about the establishment of the Committee of Public Safety. Discuss: Does this event support or contradict the class' hypotheses about effects of the revolts?	Eds. of Horizon M Fr. Revol., pp. 1
83. Have pupils read the Committee's press release about the downfall of the Girondist leaders. Be sure to identify their earlier role in the course of events, such as their vote on the death of the king.	Eds. of Horizon M Fr. Revol., pp. 1
84. Have pupils read the press committee's series of news extras about foreign dangers and internal revolts during 1793. Discuss: What effect do you think these dangers might have upon the leaders of the French government at this time.	Eds. of Horizon M Fr. Revol., pp. Pernaud and Flai The Fr. Revoluti 319.
85. Have pupils read the Law of Suspects which was passed on September 17, 1793. Discuss: What dangers can you see in such a law? What kinds of actions might be expected to result?	"Selected Readin History."
86. Have pupils review the accounts of the period of the Terror. Or if they did not read them in activity 50 because the film was shown instead, have them read them now. Then have pupils compare the fictitious accounts with the others. Have pupils note the possible bias of those writing the actual accounts. What attitudes might they be expected to take merely because of their position? What might account for the reactions of the people to the executions and to the Terror itself? Could you call this period one of democracy in France? Why or why not?	"Selected Readin History." Pernaud and Flai The Fr. Revoluti 280.

ls read and discuss the press committee's news bout the establishment of the Committee of Pub- y. Discuss: Does this event support or contra- class' hypotheses about effects of the revolts?	Eds. of Horizon Magazine, The Fr. Revol., pp. 108-109.
ls read the Committee's press release about the of the Girondist leaders. Be sure to identify lier role in the course of events, such as their he death of the king.	Eds. of Horizon Magazine, The Fr. Revol., pp. 110-114.
ls read the press committee's series of news bout foreign dangers and internal revolts during scuss: What effect do you think these dangers e upon the leaders of the French government at e.	Eds. of Horizon Magazine, The Fr. Revol., pp. 126-127. Pernaud and Flaissier, eds., The Fr. Revolution, pp. 298-319.
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G. Freedom's relationship to democracy is a close and obvious one; the organization of majorities, the competition in goals, and the ability to oppose which democracy presupposes, all depend on a high degree of personal freedom.

G. The contrast between democratic and non-democratic political systems may be looked at as a conflict in basic underlying values. (The democratic system includes the following values: respect for the individual personality, individual freedom, belief in rationality, equality, justice, rule by law, and constitutionalism.)

S. Draws inferences from a comparison of different map patterns of the same area.

S. Checks hypotheses against data.

87. Project two maps, one showing the incidence of executions during The Terror and one showing the counter revolution (including riots, menaced frontiers, insurrections, and invaded territory.) Ask: What hypothesis would you suggest about the causes of the terror after examining these two maps?	Greer, The In Terror, maps before title
Now quote Greer's conclusions as a result of his study of the statistics of The Terror. Did his study support or contradict the hypotheses established in class as a result of a comparison of the two maps?	Greer, The In Terror, p. 85

two maps, one showing the incidence of execu- ring The Terror and one showing the counter rev- (including riots, menaced frontiers, insurrec- nd invaded territory.) Ask: What hypothesis u suggest about the causes of the terror after g these two maps?	Greer, The Incidence of The Terror, maps in front of book before title page.
e Greer's conclusions as a result of his study tatistics of The Terror. Did his study support adict the hypotheses established in class as a f a comparison of the two maps?	Greer, The Incidence of the Terror, p. 85.

S. Checks on the completeness of data and is wary of generalizations based on insufficient evidence.

S. Differentiates between facts and estimates.

S. Checks hypotheses against data.

S. Sets up hypotheses.

S. Draws inferences from tables and charts.

S. Checks on the completeness of data and is wary of generalizations based on insufficient evidence.

88. On the chalkboard, write down Greer's estimates of the incidence of death sentences (17,000 at most), deaths of those in prisons as a result of disease (e.g. 1699 in the prisons of Sammur between July 3, 1793 and Jan. 1, 1794, or five times as many as those executed in the town), deaths by immediate execution upon capture during riots or war (e.g. 2,000 sunk on boats in the Loire after capture during a revolt or from 1500 to 2000 shot without trial in revolt near another city in a two-month period of time), with total deaths as a result of the terror estimated between 35,000 and 40,000 people.

Discuss: Why do you think the author who provides us with these figures falls to provide totals for death by disease in prison or totals for death by killing without trial? Why can he be more accurate in his estimates of those executed after trial? Why do you think he says even this figure is an estimate? According to this author's estimates, only about 3½ per cent of those arrested and imprisoned were sentenced to death during the terror. Does this support or contradict your previous views of the extent of the terror? What possible relationship do you see between the authors of most eye-witness acounts of the terror and the impressions most people have today about the extent and severity of the terror?

89. Ask: Which groups of people in France do you think suffered the most from the terror? Now give pupils figures estimated by Greer (70 per cent of those executed after sentence were from the lower classes -- 6½% from the clergy, 8¼% from the nobles, 10½% from among the lower middle class; 14% from among the upper middle class, 28% from peasants, and 31¼% from among the working class, 1¼% unidentified.)

S. Checks hypotheses against data.

S. Sets up hypotheses.

8) The leaders of the T
finally overthrown a
military successes m
of invasion and succ
unlikely.

S. Tests hypotheses against data.

S. Generalizes from data.

9) The new Directory was
by Napoleon who set u
He continued many of
the French Revolution
spread them to other
tries?

s hypotheses against data.

p hypotheses.

8) The leaders of the Terror were finally overthrown after French military successes made the threat of invasion and successful revolt unlikely.

hypotheses against data.

lizes from data.

9) The new Directory was overthrown by Napoleon who set up an empire. He continued many of the ideas of the French Revolution and helped spread them to other European countries?

Ask: Do these figures support or contradict your hypothesis? What other figures do we need to have before deciding whether or not The Terror fell more heavily upon the lower classes or upon the upper classes?

Now show pupils Greer's figures for percentages of different classes who were executed during the terror. (e.g. 1/3 of one per cent of nobles; 1/3 of one per cent of clergy; ½ of one per cent of upper middle class; 1/7 of one per cent of lower middle and working class; 1/50 of one per cent of peasants.) Discuss: Which groups suffered more in proportion to their numbers?

90. Have the press committee distribute a series of news extras on military successes of the French toward the end of the period of terror. Discuss: What effect do you think these successes might have upon The Terror?	Eds. of Horizon *The French Revo* 130-132.
91. Have pupils read first the press committee's release about the death of Danton and then their release about the death of Robespierre and the results. Discuss: What had happened to those who established the Terror? Why do you think they were overthrown?	Eds. of Horizon *The French Revo* 133, 140, 143. Pernaud and Fla *The French Revo* 326-327; [illegible] *Equality! Frater* 15.
92. Have a pupil give an oral report on the establishment of the Directory and Napoleon's final seizure of power. Discuss: What made possible Napoleon's dictatorship?	Eds. of Horizon *The French Revo* 144-145.

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What other figures do we need to have before
hether or not The terror fell most heavily
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Eds. of Horizon Magazine,
The French Revolution, pp.
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Eds. of Horizon Magazine,
The French Revolution, pp.
133, 140, 143.

Pernaud and Flaissier, eds.
The French Revolution, pp.
[illegible]; Alderman, Liberty!
Equality! Fraternity!, ch.
15.

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ctory and Napoleon's final seizure of power.
What made possible Napoleon's dictatorship?

Eds. of Horizon Magazine,
The French Revolution, pp.
144-145.

S. GenerAlizes from data.

A. IS SCEPTICAL OF SINGLE FACTOR THEORIES OF CAUSATION.

G. Revolutions are usually the result of multiple factors.

S. Generalizes from data.

G. Nations may pool their power behind common goals in varying systems of alliances and combinations.

S. Generalizes from data.

G. Nationalism leads to a high degree of intense support within the country for the goals and instruments a nation chooses to use in international affairs.

h. Napoleon was finally
the French monarchy
The French Revolutio
poleonic empire brou
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EORIES OF CAUSATION.

volutions are usually the re-
lt of multiple factors.

neralizes from data.

tions may pool their power be-
nd common goals in varying sys-
ms of alliances and combinations.

neralizes from data.

tionalism leads to a high de-
ee of intense support within
e country for the goals and in-
ruments a nation chooses to use
international affairs.

h. Napoleon was finally defeated and the French monarchy was restored. The French Revolution and the Napoleonic empire brought increased nationalism to France and to other European countries and resulted in a number of economic and political changes in the direction of democracy even though the monarchy was restored after Napoleon's defeat.

93. Have a student or group of students prepare a bulletin board display on "The Democratic Measures Taken During the French Revolution."

94. Go back to the questions raised in activity #50 and discuss the questions in the light of the data pupils have studied on both the English and the French Revolutions. To what extent were the two revolutions similar? To what extent were they different?

95. Have a group of students present a panel discussion on the question: Did Napoleon preserve more accomplishments of the French Revolution than he overthrew?

96. Briefly sketch for the class the overthrow of Napoleon and the form of the new government established in France. Have pupils compare it with the political system under Louis XVI prior to 1789.

97. Project the Fenton-Wallbank transparencies on "The French Revolution and Nationalism." Follow the suggestions in the teacher's guide for these transparencies, with the following exceptions and additions.

Transparencies:
French Revoluti
Nationalism, Sc
Foresman.

udent or group of students prepare a bulletin
play on "The Democratic Measures Taken During
Revolution."

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To what extent were the two revolutions sim-
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e Fenton-Wallbank transparencies on "The
olution and Nationalism." Follow the sugges-
he teacher's guide for these transparencies,
ollowing exceptions and additions.

Transparencies: The
French Revolution and
Nationalism, Scott,
Foresman.

S. Sets up hypotheses.

S. Tests hypotheses against data.

S. Generalizes from data.

G. Although culture is always changing, certain parts or elements may persist over long periods of time.

G. The history of democracy over the last several centuries has been one of the gradual expansion of electorates by the elimination of voting qualifications.

A. IS SCEPTICAL OF THEORIES OF SINGLE CAUSATION IN THE SOCIAL SCIENCES.

S. Sets up hypotheses.

S. Tests hypotheses against data.

1. France underwent a se
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which led finally to
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3. Germany remained disunit
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ts hypotheses against data.

i. France underwent a series of violent revolutions during the 19th century which led finally to greater democracy.

3. Germany remained disunited long after Great Britain and France had become nation-states. Moreover, a democratic government was not established in Germany until after World War I, much later than in Great Britain and in France.

a. For transparency A, also ask:
How had Louis XIV affected the loyalties of the people toward the country and toward provinces in which they lived? Were the broader loyalties which developed directed primarily toward the country or toward the king?

b. After pupils have examined the cartoon in transparency E, have them read the announcements of the National Convention about other countries. Discuss: Do you think the cartoonist is expressing the view of the French government at that time?

98. Have a group of students prepare a bulletin board showing "Changes in the French Government from 1820 to 1870." They should be prepared to tell the class about the revolts and wars which led to the changes and about the failure of the communes in Paris in 1848 and in 1870. After the committee has explained its bulletin board display, discuss: To what extent had the revolutions in France brought about a democracy within France? How did this democracy compare with that in England after 1890? How did the two countries differ in how the democratic achievements were brought about? How can you account for these differences?

World history te

99. Project the Fenton-Wallbank Transparencies on The Making of a Nation-State. Follow the suggestions in the teacher's guide to these transparencies. In addition:

Transparencies:
of a Nation-Stat
Foresman.

a. When showing transparency A, review what pupils learned earlier about the growth of freedom in towns as the class discusses the question about craftsmen. Also review what pupils learned about merchants during the Middle Ages. Ask: Why might you expect the merchants and craftsmen to support the king rather than the rights of feudal lords?

ansparency A, also ask:
d Louis XIV affected the loyalties of the
toward the country and toward provinces
ch they lived? Were the broader loyalties
developed directed primarily toward the coun-
toward the king?

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f the communes in Paris in 1848 and in 1870.
committee has explained its bulletin board
discuss: To what extent had the revolutions
brought about a democracy within France? How
democracy compare with that in England after
w did the two countries differ in how the demo-
chievements were brought about? How can you
or these differences?

World history textbooks.

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on-State. Follow the suggestions in the teach-
e to these transparencies. In addition:

showing transparency A, review what pupils
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as the class discusses the question about
men. Also review what pupils learned about
ants during the Middle Ages. Ask: Why might
xpect the merchants and craftsmen to support
ing rather than the rights of feudal lords?

Transparencies: The Making of a Nation-State, Scott, Foresman.

G. Man uses his physical environment in terms of his cultural values, perceptions, and level of technology.

G. In the 19th and 20th centuries the presence of the solidarity and identification of nationalism has been central to the development of national power.

G. Nationalism results in a high degree of intense support within a country for the nation's goals and instruments of national policy.

S. Generalizes from data.

a. A number of factors c
late unification of G

b. A militaristic policy
unification without A

c. The early rulers of
Prussia were generall
despots who built up
their country and est
military force.

uses his physical environment
erms of his cultural values, --
eptions, and level of technol-

he 19th and 20th centuries the
ence of the solidarity and i-
ification of nationalism has
central to the development of
onal power.

onalism results in a high de-
of intense support within a
try for the nation's goals and
ruments of national policy.

eralizes from data.

a. A number of factors contributed to the late unification of Germany.

b. A militaristic policy finally brought unification without Austria.

c. The early rulers of Brandenburg and Prussia were generally enlightened despots who built up the economy of their country and established a strong military force.

b. When showing transparency B, ask: Would these natural boundaries provide much advantage to France today? Why or why not? If rivers provide transportation and thus encourage the development of commerce from one place to another and so the development of national loyalties, how can you explain why the Rhine Valley was not included within one nation-state?

c. As you work on conclusions which might be drawn from the transparencies, try to help pupils understand the danger of geographic determinism as an explanation.

100. Show the film: Germany: Fedual States to Unification. Discuss: How did the methods of achieving unification in Germany compare with those used to achieve the unification of Great Britain and France? What do the film's producers identify as the two major characteristics of German culture in the period covered by the film?

Film: Germany: to Unification, Co

101. Have some members of the class read text descriptions of Frederick William, the Great Elector of Brandenburg. Others should read the description from Memoirs of the House of Brandenburg. Discuss: What measures did the Great Elector take to increase Brandenburg's prosperity and power? In the light of these policies, how would you analyze claims of some twentieth-century Germans about the superiority of the German "race", particularly when it remained pure and not intermixed with other "races?"

World history te
"Selected Readin
History."

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ies provide much advantage to France today? Why
not? If rivers provide transportation and thus en-
e the development of commerce from one place to
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pare with those used to achieve the unification
ritain and France? What do the film's producers
s the two major characteristics of German cul-
he period covered by the film?

Film: Germany: Feudal States to Unification, Coronet, 15 min.

members of the class read text descriptions of
William, the Great Elector of Brandenburg.
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Brandenburg. Discuss: What measures did the
ctor take to increase Brondenburg's prosperity
? In the light of these policies, how would
ze claims of some twentieth-century Germans a-
superiority of the German "race", particularly
emained pure and not intermixed with other

World history textbooks.
"Selected Readings on European History."

S. Generalizes from data.

G. Although culture is always changing, certain elements persist over long periods of time.

S. Looks for points of agreement and disagreement among authors.

S. Generalizes from data.

S. Looks f[illegible] points of agreement and disag[illegible]ment among authors.

S. Generalizes from data.

102. Have pupils read Henderson's account of Frederich William I, King of Prussia. Then discuss: What similarities do you notice between the king and his grandfather, the Great Elector? What seemed to be the chief values which the King was trying to impose on Prussia? From what you have seen in the film on German unification, would you conclude that he was successful or unsuccessful in his goals? Does this account support or contradict the film's identification of paternalism as a key characteristic of German life? Why: How did Frederich William of Prussia compare with Louis XIV as a king? With Louis XVI?	"Selected Readings History."
103. Have a pupil tell the class about Frederick the Great's life before Frederick became king and about his military victories. Discuss: How does the picture of Frederick William I which emerges from this report compare with that which you found in Henderson's account?	
104. Have pupils read Frederick the Great's statement about the duties of a king. Discuss: How do these beliefs compare with those of his father? with those of his grandfather? with those of James I of England? with those of Louis XIV?	"Selected Readings History."
105. Now have pupils read either a text account or Henderson's account of Frederick I in peacetime. Have them compare interpretations. Also discuss: Did Frederick seem to carry out his own statements about how a king should act? How did Frederick's actions compare with those of the earlier Prussian rulers? with those of Louis XIV? of Louis XVI?	World history tex "Selected Reading History."

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G. Although culture is always changing, certain elements persist over long periods of time.

S. Generalizes from data.

G. Although culture is always changing, certain elements persist over long periods of time.

G. Political power may rest in formal governmental positions, but it need not. (Every decision-maker is dependent on advice, knowledge, information, political intelligence, etc., and as a result, those advisors who can provide him with them have an important base for exerting power and influence on the official.)

d. Following the defeat o
Napoleon, the king cal
ministers who abolishe
remnants and reorganiz

e. Although the King of P
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on, political intelligence, etc.,
as a result, those advisors who
provide him with them have an im-
ant base for exerting power and
uence on the official.)

d. Following the defeat of Prussia by Napoleon, the king called in new ministers who abolished many feudal remnants and reorganized the army.

e. Although the King of Prussia granted a constitution in 1850, Prussia and later the new German state did not really develop parliamentary democracies.

106. Have several pupils role-play a discussion between a group of Prussians about the need for reform after Prussia's defeat at the hands of Napoleon and about the social and military reforms proposed by the king's new ministers.

"Selected Readings
European History."

107. Have a pupil give an interrupted report on "The Struggle Over Parliamentary Government in Prussia He should begin by describing briefly the events of 1848 and the constitution granted by the king.

Hayes and Faissler
Modern Times, pp.
Stearns, ed., Page
Europe, pp. 594-59

Interrupt the report at this point to have pupils read a brief excerpt from Frederick William IV's speech on the constitution which he had just granted. Discuss: Do these remarks indicate an acceptance of parliamentary government? How did Frederick William's views about his role as king compare with those of his predecessors and of French and English kings such as Louis XIV and James I?

"Selected Readings
European History."

Now have the pupil resume his report to describe the reasons for the king's decision in 1859 to reform and enlarge the army and the opposition from the legislative body to such a move. He should be sure to describe the basis on which the legislative body thought it could prevent the move.

Stearns, ed., Page
Europe, p. 607. Ha
Faissler, Modern T
p. 185. Becker, Mo
History, p. 409.

Interrupt the report to have pupils read excerpts from Bismark's Reminiscences concerning his meeting with the King before he was appointed minister and concerning his persuasion of the King to continue opposing the Landtag. Also have pupils read excerpts from Bismark's "blood and iron" speech when members of the legislative body argued that Prussia should set an example of parliamentary government in order to persuade other German states to join Prussia in a unified Germany. Discuss:

"Selected Reading
European History."

l pupils role-play a discussion between a ussians about the need for reform after efeat at the hands of Napoleon and about and military reforms proposed by the king's rs.	"Selected Readings on European History."
l give an interrupted report on "The Strug- rliamentary Government in Prussia He n by describing briefly the events of 1848 stitution granted by the king.	Hayes and Faissler, Modern Times, pp. 145-146. Stearns, ed., Pageant of Europe, pp. 594-597.
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G. Freedom is culturally determined; the individual has to be taught what the options are, how one goes about exercising them, why he should exercise them.

S. Generalizes from data.

What do these comments indicate about Bismark's attitudes toward parliamentary government? How did Bismark persuade the King to continue his opposition to the lower house of the legislative body?

Now have the pupil resume his report by describing the success of Bismark's opposition. Ask: Why do you think Bismark was sucessful? Would the Englismen of the period have accepted such actions by the king? Why or why not? Now quote R.R. Palmer on the reasons for acceptance by Germans. ("The taxpayers paid them [the taxes levied by the government over the protests of the parliament] without protest -- it was the orderly thing to do, and the collectors represented public authority. The limitations of Prussian liberalism, the docility of the population, the respect for officialdom, the belief that the king and his ministers were wiser than the elected deputies, all clearly revealed themselves....") Discuss: Why did the Germans have such views when the English did not?

See Palmer, Histo
the Modern World,

108. Ask: What attitude do you think Bismark would take toward universal suffrage? Why? Have pupils read excerpts from Bismark's explanation of his reasons for supporting universal suffrage in Prussia. Discuss: What attitudes did Bismark have toward democracy? toward the means by which Prussia achieved its ends?

"Selected Reading
European History.

109. Have another pupil describe briefly the social insurance legislation which Bismark sponsored.

Becker, Modern Hi
pp. 554-556.

After the pupil's report is concluded, discuss: Why do you think Bismark wanted such legislation? Was such legislation in line with or opposed to policies of the early Prussian kings?

se comments indicate about Bismark's atti-
d parliamentary government? How did Bismark
e King to continue his opposition to the
of the legislative body?

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Bismark's opposition. Ask: Why do you
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not? Now quote R.R. Palmer on the reasons
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See Palmer, History of the Modern World, p. 521.

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"Selected Readings on European History."

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tion which Bismark sponsored.

Becker, Modern History, pp. 554-556.

pil's report is concluded, discuss: Why do
smark wanted such legislation? Was such
in line with or opposed to policies of the
ian kings?

Now have pupils read an excerpt from Bismark on why he supported such legislation.

"Selected Readings
European History.'

110. Point out that the form of government develped by Bismark lasted until World War 1. Then discuss: How did the German government in the late 19th and early 20th centuries compare with the governments of Great Britain and France? In which country would you expect to have people least likely to resort to force if they disliked governmental policies? Why? In which country would you expect to have people least likely to support the rise of a dictator? Why?

Or perhaps have pupils write brief papers comparing the three governments in the early 20th century and trying to answer the questions raised above.

111. Divide the class into groups, each group to investigate briefly the expansion of one of the European countries. Be sure to have groups work on the expansion of Spain, Portugual, England, France, the Netherlands, Germany, and Italy. They should try to find out the answers to a series of questions: (1) What motivated the expansion? (2) What made possible the conquest of the peoples in the areas to which the Europeans expanded? (3) What effects did this expansion have upon the culture of the people in the conquered countries? (4) What effects did this expansion have upon the European power? (5) What effects did the expansion have upon relations among European countries?

World History tex

After the groups have investigated their country, hold a discussion focused upon these questions. Have pupils try to decide whether or not they can safely generalize

ls read an excerpt from Bismark on why he
h legislation.

"Selected Readings on
European History."

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d until World War 1. Then discuss: How
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s compare with the governments of Great
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World History textbooks.

ups have investigated their country, hold
focused upon these questions. Have pupils
whether or not they can safely generalize

for all of the countries in response to the first four questions. Be sure to analyze effects of expansion on the peoples of Europe in terms of their expanding world view. Compare this view of the world with that of the people of the Middle Ages.

S. Makes and interprets timelines.

S. Generalizes from data.

G. Although culture is always changing, certain parts or elements may persist over long periods of time.

A. APPRECIATES AND RESPECTS THE CULTURAL CONTRIBUTIONS OF OTHER COUNTRIES.

S. Generalizes from data.

E. Changes in people's attitude
tion, authority, religion, a
led to both a scientific and
revolution which had drastic
men's lives by the time of W

1. The late 14th, the 15th,
centuries are generally k
period of the Renaissance
historians dislike this t
if its implications about
and because the term is n
to encompass the main tre
iod.

   a. The Renaissance was ch
   humanism and an emphas
   ualism, by secularism
   sure and interest in t
   and by a revolt agains
   science. The renewed
   cient learnings, which
   its name, developed pr
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   ars.

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alizes from data.

ugh culture is always chang-
certain parts or elements
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IATES AND RESPECTS THE CUL-
CONTRIBUTIONS OF OTHER COUN-

lizes from data.

E. Changes in people's attitudes toward tradition, authority, religion, and man himself led to both a scientific and an industrial revolution which had drastically altered men's lives by the time of World War I.

1. The late 14th, the 15th, and the 16th centuries are generally known as the period of the Renaissance; however, some historians dislike this term both because if its implications about the Middle Ages and because the term is not broad enough to encompass the main trends of the period.

    a. The Renaissance was characterized by humanism and an emphasis upon individualism, by secularism and a new pleasure and interest in the natural world, and by a revolt against authority in science. The renewed interest in ancient learnings, which gave the period its name, developed primarily because of the changing interests of the scholars.

112. Tell the class that they are now going to drop back to the period of Renaissance in the late 14th, the 15th, and 16th centuries and look at changes in non-political aspects of life in Western Europe.

Have a pupil or several pupils make a parallel time-line under the timeline of political events.

113. Show pupils several art works of the Renaissance (e.g. David by Michelangelo, Saint Francis in Ecstasy by Bellini) which illustrate Greek influence and concern with the human figure or revived interest in nature. Discuss: What interests of the artists, as illustrated in this piece of sculptor or painting, seem different from those you read about for men of the Middle Ages in Western Europe? (Perhaps contrast these artistic works with some of the Medieval works showing little interest in nature or in the human body and great interest in religion.) How do the Renaissance works dealing with religion seem to differ from those of the Middle Ages? On the basis of the artistic productions, have pupils set up hypotheses about major interests of the artists, writers, and scholars of the Renaissance period as compared with those of people of the Middle Ages.

e.g. See Shapiro
of Horizon Magaz
Golden Book of t
pp. 137, 39.

114. Have pupils read excerpts from Petrarch's letter about climbing a mountain. Read aloud the quotation from Symonds on the medieval outlook toward the beauty of nature and secular affairs. Have the class contrast this outlook with that shown by Petrarch.

"Selected Readin
European History
Stearns, ed., Pa
Europe, p. 3.

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, and scholars of the Renaissance period as com-
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e.g. See Shapiro and Editors of Horizon Magazine, The Golden Book of the Renaissance, pp. 137, 39.

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the medieval outlook toward the beauty of nature
ular affairs. Have the class contrast this out-
h that shown by Petrarch.

"Selected Readings in European History." Stearns, ed., Pageant of Europe, p. 3.

S. Generalizes from data.

A. VALUES THE SCIENTIFIC METHOD.

S. Generalizes from data.

A. SUPPORTS FREEDOM OF THOUGHT AND EXPRESSION.

A. VALUES THE SCIENTIFIC METHOD.

G. Some values are conducive to change; some make change difficult.

G. When people have adopted a fatalistic attitude, change is much less likely than in societies where the people believe that "a high degree of mastery over nature and social conditions is possible."

S. Generalizes from data.

A. SUPPORTS FREEDOM OF THOUGHT AND EXPRESSION.

A. VALUES THE SCIENTIFIC METHOD.

G. Some values are conducive to change; some make change difficult.

115. Perhaps read aloud some of the medical cures recommended by Albertus Magnus in his book Medicines, written somewhere around the year 1260 A.D. Discuss: How might the people of that age have come to think of such things as cures? How did people, before modern medical science began, draw conclusions about what kinds of drugs might cure certain diseases? How did these methods of identifying cures differ from those used by medical scientists today?

Hughes and Frie
Readings in Wes
ilization, pp.

116. Have several pupils continue the class' booklet on "Medicine Through the Ages" with a chapter on "Developments in Scientific Medicine in the 16th and 17th centuries." They should include a discussion of the work of Paracelsus, Vesalius, Paré, and Harvey.

Ditto the pupils' article and have others read it. Discuss: What does the work in medicine indicate about changes in science from medieval times? How did the medical work of the Renaissance of the High Middle Ages compare with work of the 16th and 17th centuries? Would you agree that the earlier work contributed at all to the scientific revolution of the 16th century? Why or why not?

Snyder, Age of
pp. 70-71; Hall
tific Revolutio
Wilson, Great M
chs. 13, 15.

117. Read aloud the Catholic Church's statement about its position on Galileo's doctrine about the sun and the earth. Discuss: What characteristics of the Middle Ages seem evident in this statement?

"Selected Readi
European Histor

ead aloud some of the medical cures recommended
us Magnus in his book Medicines, written some-
und the year 1260 A.D. Discuss: How might the
that age have come to think of such things as
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es differ from those used by medical scientists

Hughes and Fries, eds., Readings in Western Civilization, pp. 49-50.

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Snyder, Age of Reason, pp. 70-71; Hall, The Scientific Revolution, pp. 35-51; Wilson, Great Men of Science, chs. 13, 15.

pupils' article and have others read it. Dis-
at does the work in medicine indicate about
n science from medieval times? How did the med-
of the Renaissance of the High Middle Ages com-
work of the 16th and 17th centuries? Would you
t the earlier work contributed at all to the
c revolution of the 16th century? Why or why

d the Catholic Church's statement about its po-
Galileo's doctrine about the sun and the earth.
What characteristics of the Middle Ages seem
n this statement?

"Selected Readings in European History."

A. IS SCEPTICAL OF THE FINALITY OF KNOWLEDGE. CONSIDERS GENERALIZATIONS AND THEORIES AS TENTATIVE, ALWAYS SUBJECT TO CHANGE IN THE LIGHT OF NEW EVIDENCE.

A. SUPPORTS FREEDOM OF THOUGHT AND EXPRESSION.

G. Some values are conducive to change; some make change difficult.

G. When people have adopted a fatalistic attitude, change is much less likely than in societies where the people believe that "a high degree of mastery over nature and social conditions is possible."

S. Generalizes from data.

G. Although culture is always changing, certain parts or elements persist over long periods of time.

S. Sees meaningful differences between eras.

G. Change is likely to occur more readily in the less basic, less emotionally charged, more instrumental or technical aspects of culture (e.g.

b. Some historians dis
of the Renaissance i
15th, and the 16th c
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certain parts or elements per-
over long periods of time.

meaningful differences between

ge is likely to occur more read-
in the less basic, less emotion-
charged, more instrumental or
nical aspects of culture (e.g.

b. Some historians dislike identifying an e
of the Renaissance in the late 14th, the
15th, and the 16th centuries because the
say there was an earlier Renaissance during the Middle Ages and because the era
did not mark a sharp break with earlier
developments. However, the age was marked by the degree to which certain characteristics were emphasized. The genera
beliefs of the period can be distinguish
from those of the Middle Ages, even thou
the change was evolutionary rather than
abrupt.

118. Have several pupils role-play a discussion during the time of Galileo between supporters of Copernicus and Galileo and those of Ptolemy.. They should present the types of arguments used by these men. The supporters of Ptolemy, should suggest the kind of punishment which Galileo should receive for his heresy.

Wilson, Great Men Science, chs. 12 Levinger, Galileo Copernicus; Snyde Reason, pp. 17-25

Afterwards, discuss: How do the works of Copernicus and later of Galileo illustrate changes in scientific approaches during the 16th and 17th centuries? What dangers arise in science if free expression of ideas is not permitted?

119. Read aloud, paraphrasing if necessary, excerpts from Francis Bacon's passages in praise of knowledge as a means of gaining power over the world aroud us and his attacks on learned men who rely upon authorities. Afterwards, discuss: What attitude did Bacon have about the scholars who accepted Aristotle and other great authorities as the basis of knowledge? What advantages did he see in knowledge? What would be the effect of such an attitude as compared with attitudes related to the value of tradition or as compared with fatalistic attitudes upon the liklihood of change? Why?

120. Now have a group of students present a panel discussion on the Renaissance Period. They should be sure to discuss some of the distinguishing features which are frequently associated with the Renaissance Period. They should also discuss the questions: Is the term "Renaissance" a good one to describe the chief characteristics of the period? Why do some historians attack the practice of differentiating the age by this term rather than some other (such as the Age of Humanism)?

Stearns, ed., Pa Europe, pp. 1-8. World history te

al pupils role-play a discussion during the lileo between supporters of Copernicus and d those of Ptolemy.. They should present the rguments used by these men. The supporters y should suggest the kind of punishment which ould receive for his heresy.	Wilson, Great Men of Science, chs. 12, 17; Levinger, Galileo; Thomas, Copernicus; Snyder, Age of Reason, pp. 17-25.
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tools, tactics, etc.) than in such things as basic values.

G. The existence of culture is dependent upon man's ability to use symbols in communication. Language enables man to make his experiences continuous and to apply previous experience with problems to new problems beyond actual physical experience; it makes the cumulativeness of culture possible.

S. Generalizes from data.

G. Cultures traits may change through a process of innovation from within.

G. Culture traits may change through a process of diffusion.

S. Generalizes from data.

2. The Reformation marked a bre
unity of western Christianit
both an outgrowth of some of
the Renaissance and a reacti
of the secular interests of
period.

a. Luther's emphasis upon th
than the Papacy as the s
beliefs led to the develo
Protestant movements --
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man's ability to use sym-
ommunication. Language en-
to make his experiences
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with problems to new prob-
nd actual physical experi-
makes the cumulativeness
e possible.

es from data.

traits may change through
of innovation from with-

raits may change through
of diffusion.

zes from data.

2. The Reformation marked a break-up in the unity of western Christianity. It was both an outgrowth of some of the ideas of the Renaissance and a reaction against some of the secular interests of the Renaissance period.

   a. Luther's emphasis upon the Bible rather than the Papacy as the source for his beliefs led to the development of further Protestant movements -- developments which Luther had not intendended and

After the panel members have presented their views, hold a general class discussion on the question: To what extent were the Renaissance characteristics really new? If some of them can be seen in the works of earlier scholars, are we justified in calling this period the period of the Renaissance? Why or why not? Do you think we can safely conclude that the new values of the Renaissance had become the values of all or most of the people by the end of the 16th century? Why or why not? Which aspects of culture do you think would change most readily under the impact of the Renaissance?

Tell the class about the invention of the printing press. Discuss: What effects would this invention have upon the Renassiance? Upon those who wished to bring about religious or political changes? Upon the possibilities of developing a society such as we have today?

121. Have pupils read excerpts from Luther's writings about the importance of the Bible and the importance of faith and good works. Discuss: How do these beliefs differ from those of the people of the Middle Ages? Do you see any similarities of belief? In what way do Luther's beliefs reflect some of the ideas of the Renaissance? In what ways do his beliefs seem to run counter to the ideas of the Renaissance?

"Selected Readin
European History

122. Have several pupils or the entire class read excerpts from Luther's attack on Carlstadt and the rioting peasants. (If only some of the pupils read the excerpts, have them tell the class about his position.) Discuss: Where would you place Luther on a continuum in terms of

"Selected Readin
European History

panel members have presented their views, hold
class discussion on the question: To what ex-
the Renaissance characteristics really new?
them can be seen in the works of earlier schol-
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"Selected Readings in European History."

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only some of the pupils read the excerpts,
tell the class about his position.) Discuss:
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"Selected Readings in European History."

G. Conflicts in which the participants feel that they are fighting for the ideals of a group are likely to be fiercer than those that are fought for personal reasons.

S. Generalizes from data.

S. Generalizes from data.

S. Sets up hypotheses.

G. Although culture is always changing certain parts or elements may persist over long periods of time.

which he disliked inte

b. The Reformation led t
mation within the Cat
well as to prolonged
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by political conflict

3. Life in late 17th and ea
in England showed many s
medieval England, despit
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a. The newer manor house
gentry were an indica
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Ages, changed militar
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and the end of petty

b. Landholding and land-
many similarities to
Middle Ages; however,
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and the enclosure mov
England during the la
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use and ownership pat

nflicts in which the participants el that they are fighting for the eals of a group are likely to be ercer than those that are fought personal reasons.

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neralizes from data.

s up hypotheses.

hough culture is always changing certain parts or elements may rsist over long periods of time.

which he disliked intensely.

b. The Reformation led to a counter-reformation within the Catholic Church as well as to prolonged and bloody religious conflicts which were complicated by political conflicts.

3. Life in late 17th and early 18th centuries in England showed many similarities to medieval England, despite a number of changes.

   a. The newer manor houses of nobles and gentry were an indication of higher living levels than during the Middle Ages, changed military developments (particularly the use of gunpowder), and the end of petty wars between nobles.

   b. Landholding and land-use still showed many similarities to the patterns of the Middle Ages; however, the seizure and distribution of the lands of monastaries and the enclosure movement in southern England during the late 15th and the 16th centuries had resulted in different land-use and ownership patterns.

his belief in religious freedom? in terms of his belief in autocracy in civil affairs vs. individualism and democracy? Why would it be difficult for Luther to preach his doctrines without having others break off from his movement as well as from the Catholic Church to set up their own sects?

123. Show the film on The Reformation. Discuss: What was the immediate cause of the break? What relationship was there between political affairs and religious affairs after Luther's attack on certain practices of the Catholic Church? Why did these religious differences lead to such devastating wars? How did the Protestant Reformation affect the Catholic Church?

Film: The Reforma
15 min.

124. Show pupils one or more pictures of manor houses built by nobles or gentry during the Elizabethan or early Stuart period. Ask pupils to compare them with what they have learned about castles and manor houses during the Middle Ages. Discuss: What do the Elizabethan (or Stuart) houses illustrate about changes which have taken place in English life since medieval times?

e.g. See Shapiro
of Horizon Magaz
Golden Book of T
p. 164-165; Hori
1958, p.39 (sa
pp. 40-41, 44-45
and the Editors
ian (Life World
pp. 22-23.

125. Show pupils maps of some of the manors of the late 16th century. Discuss: How did land-holding compare with that during the Middle Ages? What seems to have happened on some of the manors? What do you think might have caused these changes?

Tawney, The Agra
in the Sixteenth
Following p. 166

in religious freedom? in terms of his belief in
n civil affairs vs. individualism and democra-
uld it be difficult for Luther to preach his
ithout having others break off from his move-
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tack on certain practices of the Catholic
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wars? How did the Protestant Reformation af-
tholic Church?

Film: _The Reformation_, Coronet, 15 min.

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e.g. See Shapiro and Editors of Horizon Magazine, _The Golden Book of The Renaissance_, p. 164-165; _Horizon_, Nov., 1958, p.39 (same as above), pp. 40-41, 44-45, 54; Osborne and the Editors of Life, _Britian_ (Life World Library), pp. 22-23.

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iscuss: How did land-holding compare with
the Middle Ages? What seems to have happened
the manors? What do you think might have
e changes?

Tawney, _The Agrarian Problem in the Sixteenth Century_, Following p. 166.

G. People usually do not discard a trait completely; they are more likely to modify it to fit into new situations.

G. Although culture is always changing, certain parts or elements persist over long periods of time.

G. Members of a class can move out of the class by various means, and this mobility may be up or down.

G. People in most societies in the world depend on people who live in other communities and countries for goods and services and for markets for their goods.

G. Whenever things valued by a society are scarce, there will be differential access to and control of these valued and scarce things by sub-groups within the society.

G. Changes in one aspect of a culture will have effects on other aspects; changes will ramify whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.

G. Every economic system faces scarcity or a lack of enough productive resources to satisfy all human wants.

1) Many nobles had
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wealthier yeomen
rise into the ge
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2) Enclosure made i
agricultural tec

3) The living levels
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4) Transportation wa
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5) Cottage industry
growing domestic
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6) Religion still pl
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echnological, in social organiza-
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ery economic system faces scar-
ty or a lack of enough productive
esources to satisfy all human wants.

1) Many nobles had sold or rented their
land to city merchants, gentry or to
wealthier yeomen who had been able t
rise into the gentry class. The new
owners or renters of large farms wer
interested in making money off the
land. They frequently ignored the old
manor customs which had protected th
serfs and newly freed serfs.during
the middle ages.

2) Enclosure made it easier to use new agricultural techniques.

3) The living levels of yeomen were far superior to those of the earlier serfs, but farm laborers did not seem to live much differently than their serf ancestors.

4) Transportation was still poor, but most of the people had broader loyalties than their medieval ancestors and also had a much broader view of the world.

5) Cottage industry was a part of the
growing domestic system of manufactur
ing.

6) Religion still played an important pa
in village life, but the interests of

126. Have a group of students role-play an imaginary meeting in heaven among a group of English nobles, serfs, and clergymen of the Middle Ages. They should discuss ways in which rural life in England has changed and ways in which it has remained much the same since their day. They should be sure to include comments upon roles of different social groups, agricultural techniques and land-use, living levels, transportation, degree of self-sufficiency, changes in outlook toward other parts of the world, changes in religion, and growth of secular interests.

Discuss: How had living levels changed? Why had they improved? Why were they still so poor by our standards?

Notestein, Englis
the Eve of Coloni
chs. 4-7; Davis,
Elizabethan Days,
11, 13; Tawney,
Problem in the Si
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Why were they still so poor by our stand-

Notestein, *English People on the Eve of Colonization*, chs. 4-7; Davis, *Life in Elizabethan Days*, chs. 3-6, 11, 13; Tawney, *The Agrarian Problem in the Sixteenth Century*.

S. Tests hypotheses against data.

G. At any given time the total economic output is affected by the quantity and quality of productive resources (natural resources, labor, and capital goods), by the levels of technology, and by the efficiency of the organizational structure.

G. Changes in one aspect of a culture will have effects on other aspects; changes will ramify, whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.

G. Although culture is always changing certain parts or elements persist over long periods of time.

G. Changes in one aspect of a culture will have effects on other aspects; changes will ramify, whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.

G. Members of a class can move out of the class by various means, and this mobility may be up or down.

the villagers and of
nobles were far more
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c. Towns and cities were
rapidly than were rura

1) Cities had increase
and in number since

2) Cities carried on m
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3) The guild system wa
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bers of a class can move out of
class by various means, and this
lity may be up or down.

the villagers and of the gentry and nobles were far more secular than those of their ancestors.

c. Towns and cities were changing more rapidly than were rural areas.

   1) Cities had increased greatly in size and in number since the Middle Ages.

   2) Cities carried on much more trade with other cities and countries; however, heavy articles were carried by sea since roads, and land transport were still extremely poor.

   3) The guild system was breaking up, although much of the production was still carried on by journeymen and apprentice

127. Have a pupil give a brief report supplementing the previous activity by discussing the enclosure movement in a little more detail. He should discuss the purposes, different ways in which enclosure was brought about, and some of the effects of enclosure in the 16th century. Afterwards, discuss: Does this data support or contradict the hypotheses you developed on the basis of the maps?

Tawney, The Ag
in the Sixteent

128. Have a pupil write an imaginary Rip Van Winkle story about an artisan who fell asleep in a medieval town (perhaps London) and awoke in the late 16th or early 17th century. He should describe ways in which town life has changed and ways in which it has remained somewhat the same. He should be sure to discuss topics such as size and population, ways in which goods were produced and exchanged, extent of trade with other places, length of travel time to other places, transportation within the town, living levels, sanitary conditions, how city affairs were managed, and the growth of secular beliefs.

Burton, Pageant
England, pp. 18
Notestein, Engl
on the Eve of C
ch. 10; Byrne,
Town and Countr
Davis, Life in
Days, ch. 19, p

il give a brief report supplementing the prev-
ity by discussing the enclosure movement in a
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Tawney, The Agrarian Problem in the Sixteenth Century.

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Burton, Pageant of Stuart England, pp. 18-29, 66-69; Notestein, English People on the Eve of Colonization, ch. 10; Byrne, Elizabethan Town and Country, ch. 4; Davis, Life in Elizabethan Days, ch. 19, pp. 9-13.

S. Generalizes from data.

S. Generalizes from data.

G. Although culture is always changing, certain parts or elements persist over long periods of time.

S. Applies previously-learned concepts and generalizations to new data.

working for a mast
small shops. Ther
beginnings of the
in the cloth and c

4) Transportation wit
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5) Cities still suffe
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6) Townspeople genera
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7) Cities were genera
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4. The Englightenment of th
centuries was characteri
reason, a belief that kn
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belief in the perfectabi
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tent, humanitarianism.

a) These ideas influence
ments of the late 18t
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working for a master craftsman in small shops. There were also the beginnings of the domestic system in the cloth and clothing industries.

4) Transportation within the cities was made difficult by the narrowness of streets and the lack of paving on most streets.

5) Cities still suffered from the lack of adequate water and sanitary facilities.

6) Townspeople generally had higher living levels than townsmen of the Middle Ages.

7) Cities were generally run by an aristocracy of rich merchants and craftsmen.

neralizes from data.

lthough culture is always chang-
certain parts or elements per-
st over long periods of time.

plies previously-learned concepts
generalizations to new data.

4. The Englightenment of the 17th and 18th centuries was characterized by faith in reason, a belief that knowledge brings power and so the ability to improve men's lot on this earth, self-confidence and a belief in the perfectability of man, secularization of learning and accompanying beliefs in toleration and freedom of thought and expression, and, to some extent, humanitarianism.

a) These ideas influenced political developments of the late 18th and early 19th centuries.

Ditto up the pupil's story and distribute it to class members. After they have read the story, discuss: Which seemed to be changing the more rapidly, rural England or English towns? Why? What things seemed to have changed the most? the least? How did town life in the late 16th or early 17th century illustrate some of the changing beliefs which are associated with the Renaissance?

129. Have several pupils read different analyses of the chief characteristics of the Enlightenment. They should present their findings to class. Then discuss: How did the Enlightenment differ from the earlier so-called Renaissance? What religious differences were there? Why is it difficult to set limits on the Age of Reason (the Enlightenment)? (Discuss gradualness of change and the introduction of some of the ideas earlier than the years usually given for the age.) Also discuss: From what you know about science in general and about psychology, would you raise any questions about some of the ideas of the Enlightenment? How did the ideas of the Enlightenment affect the U.S.? (Draw upon what pupils learned in the tenth grade course as you discuss this question.) What relationship do you see between the ideas of the Enlightenment and the events of the French Revolution?

Snyder, *Age of*
Part 1. World
textbooks.

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After they have read the story, discuss: Which
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hip do you see between the ideas of the Enlight-
d the events of the French Revolution?

Snyder, *Age of Reason*, Part 1. *World history* textbooks.

S. Applies previously learned concepts and generalizations to new data.

G. Government policies toward monopolies and restrictive practices affect business activity both directly by affecting prices and output and indirectly by affecting income distribution.

S. Sets up hypotheses.

S. Applies previously-learned generalizations to new data.

S. Detects inconsistencies.

b. The belief in natural laws a
growing influence of the upp
geoisie led economists to u
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with businessmen and trade.
lief in natural laws also le
economists and others to a r
mal view of the lot of worke
view which ran counter to th
timistic views and humanitar
ist views of many of the lea
Enlightenment.

S. Applies previously-learned concepts and generalizations to new data.

S. Sets up hypotheses.

S. Tests hypotheses against data.

G. Some values are conducive to change; some make change difficult.

G. When people have adopted a fatalistic attitude, change is much less likely than in societies where the people believe that "a high degree of mastery over nature and social

c. The views of the leaders of
lightenment gained enough s
the people to bring about a
crease in religious tolerat
port for free expression of
so led to the more "open so
came to characterize Wester
comparison with many parts
These views also contribute
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values are conducive to change;
make change difficult.

people have adopted a fatalis-
ttitude, change is much less
y than in societies where the
e believe that "a high degree
stery over nature and social

b. The belief in natural laws and the growing influence of the upper bourgeoisie led economists to urge a reduction in governmental interference with businessmen and trade. The belief in natural laws also led some economists and others to a rather dismal view of the lot of workers -- a view which ran counter to the more optimistic views and humanitarian reformist views of many of the leaders of the Enlightenment.

c. The views of the leaders of the Enlightenment gained enough support among the people to bring about a great increase in religious toleration and support for free expression of ideas and so led to the more "open society" which came to characterize Western Europe in comparison with many parts of the world. These views also contributed to the development of humanitarian reform movements of the early 19th century, even though the chief impetus for such movements was the religious revivalism of the late 18th and early 19th centuries.

130. Review what pupils learned about mercantilism in the tenth grade course on American History. Now have them read excerpts from Adam Smith which attack mercantilism and legislative interference with businessmen in England. (Or have a pupil report on Smith's ideas.) Discuss: Why would these ideas appeal to the rising bourgeoisie despite the lack of protection against foreign goods? What implications would Smith's arguments about the role of government have for efforts to improve working and labor conditions through legislative enactment?

"Selected Reading
European History.

131. Now have two pupils give reports on: (a) Malthus' theories and (b) Ricardo's beliefs about wages. Discuss: If you had lived at the time of Malthus and Ricardo and had accepted these ideas, would you have supported or argued against any legislation to improve wages and working conditions of laborers? Why? Do you see any contradiction between these ideas and oneother important idea of the Enlightenment? (e.g. that man can use reason to bring about progress and the improvement of mankind). Why or why not?

Snyder, Age of Re
pp. 55-57, 148-15

132. Also discuss: If you accepted the major beliefs of the thinkers of the Enlightenment, what would be your reaction to proposals to permit freedom of speech and press? Why? What would be your reactions to efforts to restrict the rights of people of different religious faiths? Why? What would be your reactions to the practice of imprisonment for debt? Why? Toward the death penalty for minor offenses? Why? toward the use of punishment in education? Why?

Now have the group which has studied the Enlightenment tell the class how historians have interpreted the reactions of the men of the Enlightenment to these ideas and the effects of their ideas.

Snyder, Age of Re
13-15, 41, 49-51,
67-68, 90, 91.

at pupils learned about mercantilism in the de course on American History. Now have them rpts from Adam Smith which attack mercantilism lative interference with businessmen in Eng- r have a pupil report on Smith's ideas.) Dis- y would these ideas appeal to the rising bour- espite the lack of protection against foreign hat implications would Smith's arguments about of government have for efforts to improve work- abor conditions through legislative enactment?	"Selected Readings in European History."
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uss: If you accepted the major beliefs of the of the Enlightenment, what would be your reac- roposals to permit freedom of speech and press? t would be your reactions to efforts to restrict s of people of different religious faiths? Why? d be your reactions to the practice of imprison- debt? Why? Toward the death penalty for minor Why? toward the use of punishment in educa- y?	
the group which has studied the Enlightenment class how historians have interpreted the reac- the men of the Enlightenment to these ideas and ts of their ideas.	Snyder, Age of Reason, pp. 13-15, 41, 49-51, 62-63, 67-68, 90, 91.

conditions is possible."

S. Generalizes from data.

S. Applies previously-learned concepts and generalizations to new data.

G. Improved transportation facilities make possible wider and bigger markets for goods as well as greater and less costly access to resources.

S. Generalizes from data.

G. Every legislature is directly a product of the electoral and constituency system which produces it; the composition and loyalties of the members affect access of different groups in society to the legislative body.

G. Control of one or a few scarce valued things may enable the group to get control of other scarce and val-

d. The 19th century was marked
tion to some of the beliefs
lightenment, particularly i
greater emphasis upon the i
of man's emotions.

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before it came to the continen

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control of other scarce and val-

d. The 19th century was marked by a reaction to some of the beliefs of the Enlightenment, particularly in terms of greater emphasis upon the importance of man's emotions.

5. The industrial revolution came to England before it came to the continent.

   a. Eighteenth century England was marked by important economic and social changes, even though many historians identify the period from 1760 to 1850 as the era of the so-called "industrial revolution."

      1) An improved transportation system made exchange of goods within England much easier.

      2) A new enclosure movement and agricultural innovations led to a great increase in agricultural output and to a pool of unemployed farm laborers who could be drawn upon to supply factories with workers.

133. Briefly, tell the class about the romantic reaction to the ideas of the Enlightenment. Perhaps play several records to contrast the classical music of the 18th century with the romantic music of the 19th century. What differences do pupils notice in the music? How do they illustrate the differences between the period of the Enlightenment and the ideas of 19th century romanticism?	Snyder, Age of Re 91-92.
134. Have pupils read a very brief account of changes in transportation in England from 1700 to 1800. Discuss: Why do you think the English spent so much money on canals? How would these canals affect economic life?	"Selected Readin European History.
135. Perhaps have several pupils role-play a discussion between English yeomen and gentry on the pros and cons of the enclosure movement of the 18th century. Then discuss: How did this movement differ from the earlier enclosure movements? What effects did it have upon the lives of rural people? What effects might it have upon cities? Also discuss: Why do you think Parliament was willing to pass enclosure acts?	Ashton, The Ind. 18-21; Taylor, ed. Revol. in Britain 84; George, Engla sition, pp. 77-91

tell the class about the romantic reaction to of the Enlightenment. Perhaps play several o contrast the classical music of the 18th cen- the romantic music of the 19th century. What es do pupils notice in the music? How do they e the differences between the period of the En- nt and the ideas of 19th century romanticism?	Snyder, Age of Reason, pp. 91-92.
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ued things and thus pyramid their power.

S. Sets up hypotheses.

G. An increase in population occurs when the birth rate plus immigration is greater than the death rate plus emigration.

G. Output can be increased by the development of tools and power to replace manpower.

S. Looks for relationships among events within one country and within a world-wide framework.

S. Applies previously-learned concepts and generalizations to new data.

G. Prices are affected by supply and demand. (If the money supply increases while the supply of goods remains the same, the demand for goods usually rises.)

3) Increased food supplies an
diet combined with medical
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marked growth in populatio

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nand. (If the money supply in-
eases while the supply of goods
nains the same, the demand for
ods usually rises.)

3) Increased food supplies and changed diet combined with medical and sanitary improvements to bring about a marked growth in population.

4) England, more than other European countries, was affected by the expanding trade with the New World. The fortunes made in this trade provided merchants with capital to invest in industry.

136. Have pupils examine figures on the growth of population in Britain in the 18th and early 19th centuries. Discuss: What factors might have contributed to this growth? Now do the following activities:

a. Have a pupil report briefly on new medical, sanitary and dietary changes which were affecting the death rate. (Have the pupils who have been preparing a history of medicine through the ages add another chapter on "Medicine in the 18th and early 19th Centuries.")

George, London
18th Century, c
England in Trans
65-72; Burton,
Stuart England,
pen, Men of Medi
14-15.

b. Have a pupil prepare a report on agricultural innovations in the 16th century which helped make possible increased food, population, and urbanization in the

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of Everyday Thi
The Rise of Ind
ch. I.

137. Tell pupils that prices in Spain more than doubled from 1501 to 1550. Ask: Can you think of any events in the world at this time which might have contributed to this rise in prices? Now show pupils a table of estimated gold and silver imports into Spain from the New World from 1503 to 1600. Discuss: How might the data in this table help explain the rise in prices in Spain? Also ask: How would the colonization of the 17th and 18th centuries have affected European economic conditions? Why might English merchants have developed larger reserves of money than merchants in France and Germany? Why were such reserves important for the development of indsutry?

Stearns, ed., P
Europe, p. 86.

examine figures on the growth of population in the 18th and early 19th centuries. Dis- factors might have contributed to this growth? ollowing activities:

upil report briefly on new medical, sanitary ary changes which were affecting the death ve the pupils who have been preparing a his- icine through the ages add another chapter on e in the 18th and early 19th Centuries.")	George, *London Life in the 18th Century*, ch. 1; George, *England in Transition*, pp. 65-72; Burton, *Pageant of Stuart England*, ch. 6; Shippen, *Men of Medicine*, chs. 12, 14-15.
upil prepare a report on agricultural innova- the 16th century which helped make possible d food, population, and urbanization in the	Quennell and Quennell, *Hist. of Everyday Things in England, The Rise of Industrialism*, ch. 1.
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G. Although culture is always changing, certain parts or elements persist over long periods of time.

S. Applies previously-learned concepts and generalizations to new data.

S. Sees meaningful differences between eras.

G. In a private enterprise system, it is the market which permits buyers and sellers to deal with one another, which translates demand and supply into a price system, and which is chiefly responsible for the way in which basic economic questions are worked out. The market serves to determine largely what shall be produced, how much shall be produced, how it shall be produced, and who

5) The domestic industry
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5) The domestic industry predominated in the early part of the century, although some entrepreneurs were bringing workers together in factories. A number of important inventions were made and adopted prior to the so-calle Industrial Revolution. However, 70 to 90 years after 1760 saw a marked increase in the rate of industrializatio and development of factories.

138. Have each pupil read one explanation of the domestic industry which characterized manufacturing in towns and rural areas in the early 18th century. (At this point, do not have pupils read about working conditions or wages, just about the way in which the system worked.) Discuss: To what extent had manufacturing changed since the early Stuart period?	World history textb George, England in tion, p. 42.
139. Tell the class that they are now going to look at the effects of the industrial revolution. Ask: What does this term "industrial revolution" mean to you? (Draw on what pupils learned in the tenth grade course.) Point out some of the industrial inventions and even the development of some factories in England in the early 18th century. Ask: Why do you think most people date the beginning of the industrial revolution at around 1760 in England? Can you think of any objections for the use of such a term as industrial revolution? What does the name imply? Why might some historians object to the term? Why do you think most historians still continue to use the term for this period of 1760 to 1830 or 1850 in England despite its limitations?	Ashton, Ind. Revol., 32; George, England sition, pp. 102-106
140. You may wish to spend several days in having pupils play the simulation game of Manchester in order to help them understand the various pressures which led people to cities and to the development of the factory system.	[illegible] developed by A Associates. Not yet [illegible]ally available as 1968.

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World history textbooks.
George, England in Transition, p. 42.

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Ashton, Ind. Revol., pp. 24-32; George, England in Transition, pp. 102-106.

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shall get what part of the production (or national income). In other words, the market is the main allocating device. However, government policies and factors which interfere with perfect competition also affect the allocation of resources.

G. In general, people wish to sell their labor, land, or capital for the highest incomes possible in order to obtain the largest amount of desired goods and services possible.

G. Other things being equal, the higher the price for a good (a product, labor, capital), the larger the quantity which will become available for sale.

G. Other things being equal, the price of a good rises when the good is in short supply as compared to the demand for the good and falls when the supply of the good is larger than the demand at the existing price.

G. Wage rates are affected by the supply and demand for labor.

G. Collective bargaining enables workers to agglomerate their bargaining power in dealing with employers.

G. New technological developments bring improved efficiency to tools and machines and increased labor productivity.

G. Output can be increased by a more efficient combination of productive resources (by the way in which production is organized).

G. Adjustment of supply to demand is hampered by factors which decrease the mobility of productive resources.

G. The use of large amounts of capital outlay for machines and buildings (etc.) make possible the reduction of costs per unit if they are fully employed; however, they make adjustment to a decline in demand more difficult.

G. Government taxation policies affect who gets what share of the national income.

G. In a competitive system, many of the producers and consumers do not have a perfect knowledge of prices and quality of goods and methods used by others to reduce costs; consequently, the market system does not always work out in practice as described in theory.

S. Tests hypotheses against data.

G. Regardless of the kind of economic system, societies usually go through roughly the same stages of economic growth, even though these stages may not be clearly separated from each other.

141. Review with pupils what they learned in the tenth grade course about economic growth and Rostow's theory of economic growth. Then have a group of students investigate different analyses of the reasons for the rise of the industrial revolution in Britain before it began in other European countries. They should present their findings to the class. Then discuss: Does the data for England tend to support or refute Rostow's theory about the preconditions and take-off stage for economic growth?

Rostow, Stages
pp. 31-35; Asht
pp. 40-43, 57-6
Hagen, On the T
Change, ch. 13

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Rostow, Stages of Ec. Growth, pp. 31-35; Ashton, Ind. Revol., pp. 40-43, 57-60, ch. 4; Hagen, On the Theory of Soc. Change, ch. 13 and pp. 517-518.

G. Traditional societies, which look to tradition for guidance and do not welcome technological change, have very slow rates of economic growth.

G. The transitional stage prior to rapid industrialization sees the growth of factors which upset traditional beliefs and practices, give rise to more favorable attitudes toward technological change and businessmen, create larger markets, lead to more accumulation of savings, lead to increased productivity in agriculture and mining, lead to improved transportation systems, and give rise to the establishment of banks and other financial institutions. Most, though not all, of these factors are needed to bring about rapid industrilization.

G. During the period of rapid industrialization (or what some have called the takeoff stage), there is an emphasis upon technological development, investment in capital goods, and the development of new industries.

S. Sets up hypotheses.

142. Discuss: How would you expect the rapid increase in factories to affect the lives of farmers? Of city workers? Why?

S. Checks on the completeness of data and is wary of generalizations based on insufficient evidence.

S. Looks for causative factors other than those mentioned in source of information.

S. Sets up ways of testing hypotheses.

S. Looks for relationships among events within one country and within a world-wide time framework.

G. A person's frame of reference affects his perceptions and interpretations.

S. Looks for points of agreement and disagreement among authors.

G. In the long run a rise in real wages will be achieved only by a rise in labor productivity.

S. Tests hypotheses against data.

S. Checks on the completeness of data and is wary of generalizations based on insufficient evidence.

S. Generalizes from data.

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b. There has been much debate about the extent to which the early period of industrial revolution brought about worsened or improved living levels for those who went to work in factories and mines.

1) Parliamentary investigations of the early 19th century brought to public notice the extremely poor conditions under which women and children worked and the poverty of the workers.

2) Many concluded that the industrial revolution had brought about a worsening of conditions for the laboring classes. Those who drew such conclusions included the utopian socialists and Engels and Marx.

3) Many did not deny the poor conditions but pointed out the benefits in terms of easier labor at machines, greater output, and so the opportunity for higher living levels in the long run, and the importance of competition with foreign countries.

4) Others have provided evidence of higher death rates, as low or lower levels of living, and as extensive child and women labor under as poor conditions under the domestic system of the earlie 19th century. They claim that the movement of more of the workers into cities merely made the conditions more appar-

143. Have pupils read excerpts from the testimony before the Sadler Committee and the committee which investigated conditions in mines during the early 19th century and reports of housing conditions at the end of the 18th century. Then have them read excerpts from Engles in which he blames the conditions on the industrial revolution. (Perhaps divide the class into groups, each to read one of the excerpts.) Discuss: Do you think the Parliamentary investigations justify Engles' conclusions? Why or why not? What possible advantages of the industrial revolution may be overlooked if one just accepts Engles' or the Parilamentary Reports? Can you think of any types of data which we should examine before accepting Engels' conclusions about the effects of the industrial revolution which he does describe? Can you think of any political developments in Europe which might have contributed to some of these conditions?

"Selected Readin
European History

144. Now have pupils read some of the arguments presented by Andrew Ure in 1835 on the good results of the industrial revolution. (Again, you may wish to have pupils divide up the readings.) Discuss Ure's arguments in relationship to Engles' conclusions. Also discuss Ure's arguments about the effects of machines on living levels.

"Selected Readin
European History

145. Have several pupils give a panel discussion or one pupil an oral report on the conclusions of Dorothy George and Thomas Ashton about improvements in living levels during the course of the industrial revolution in the late 18th and early 19th centuries and other factors affecting conditions, such as the Napoleonic Wars. They should include a discussion of the kinds of evidence which the authors use and their explanations about why people in the early 19th century became to upset about conditions

George, *Englan*
tion, chs. 1,
61-67, 74-76,
116, chs. 7-8.
George, *London*
Eighteenth Cent
pp. 59-61, 97,
204, 209, 211-

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"Selected Readings in
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19th century became to upset about conditions

George, England in Transition, chs. 1, 3, pp. 52-57, 61-67, 74-76, 97-99, 109-116, chs. 7-8.
George, London Life in the Eighteenth Century, chs. 1, pp. 59-61, 97, 99-107, 202-204, 209, 211-213, 266.

A. VALUES OBJECTIVITY AND DESIRES TO KEEP HIS VALUES FROM AFFECTING HIS INTERPRETATION OF EVIDENCE.

A. RESPECTS EVIDENCE EVEN WHEN IT CONTRADICTS PREJUDICES AND PRECONCEPTIONS.

A. IS SCEPTICAL OF CONVENTIONAL TRUTHS AND DEMANDS THAT WIDELY-HELD AND POPULAR NOTIONS BE JUDGED IN ACCORDANCE WITH STANDARDS OF EMPIRICAL VALIDATION.

G. It is difficult to compare real wages over time because of changes in the quality of goods and the substitution of some goods for others.

S. Differentiates between facts and estimates.

G. A person's frame of reference is affected by his total life experience and affects his perceptions and interpretations.

G. People's ideas of what constitutes an adequate level of living on one hand or poverty on the other changes as average living levels change.

G. Living levels are affected by the amount of goods and services which money incomes can buy.

G. Living levels do not rise unless output of production grows at a faster rate than population.

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ent and that these conditions made more of an impression on people because of changing attitudes resulting from the evangelistic movements of the period. They also point out that the Napoleonic Wars contributed to the economic problems of the working people.

which were no worse than those in the 18th century in many ways, if not better.

Taylor, ed., The
Revol. in Britai
56. (Article by

During the discussion which follows the panel, show pupils estimates of changes in average real incomes, changes in prices and wages, changes in output and population, etc. during the first half of the 19th century. Have pupils consider such data before they come to any conclusions about the effects of the industrial revolution. However, be sure to help them understand how some of the data has been collected in order to make such estimates. Also discuss: Why would it be difficult to compare real wages even if there were more accurate and complete data on prices and wages?

For an analysis
living levels, s
"The Rising Stan
ing in England,
Economic History
April, 1961, pp.

no worse than those in the 18th century in
if not better.

Taylor, ed., The Indust. Revol. in Britain, pp. 45-56. (Article by Ashton)

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een collected in order to make such estimates.
s: Why would it be difficult to compare real
if there were more accurate and complete data
ind wages?

For an analysis of data on living levels, see Hartwell, "The Rising Standard of Living in England, 1800-1850," Economic History Review, April, 1961, pp. 397-416.

A. VALUES THE SCIENTIFIC METHOD AND RATIONAL THOUGHT AS APPLIED TO SOCIAL AS WELL AS TO NATURAL DATA.

S. Looks for relationships among events within one country and within a world-wide time framework.

G. Changes in one aspect of a culture will have effects on other aspects; changes will ramify, whether they are technological, in social organization, in ideology, or whatever else is a aprt of the cultural system.

G. Some values are conducive to change; some make change difficut.

G. Effective political communication depends on the effective manipulation of symbols, stereotypes, and other communication shortcuts.

C. Gradually, reform movements
many changes, including re
alleviate the conditions c
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AL AS WELL AS TO NATURAL DATA.

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nts within one country and with-
a world-wide time framework.

nges in one aspect of a culture
l have effects on other aspects;
nges will ramify, whether they
technological, in social organ-
tion, in ideology, or whatever
e is a aprt of the cultural sys-
.

e values are conducive to change;
e make change difficut.

ective political communication
ends on the effective manipula-
n of symbols, stereotypes, and
er communication shortcuts.

C. Gradually, reform movements brought about many changes, including regulations to alleviate the conditions of the workers. These reform movements paralleled or came somewhat earlier in England than in the U.S.

146. Have each pupil read one of several different late 18th and early 19th century reforms or accounts attacking social evils other than child and woman labor or the long hours and poor working conditions in factories and mines in the early 19th century. Discuss: What did your readings illustrate about the authors' social beliefs? about their beliefs about man's power to control his destiny on earth? Can you think of any similar movements for reform which took place in the U.S.? Did these movements occur earlier or later than those you are reading about here? What did you learn last year about some of the reasons for the rise of these reform movements? Do similar factors seem to be important in the rise of reform movements in England at this time?

"Selected Readin
European History

147. Show the class a series of Hogarth's paintings and have pupils discuss (a) the conditions which Hogarth was attacking, and (b) the probable effect of his paintings as a means of arousing public feelings for reforms.

148. Perhaps have several pupils read some of the Kingsly's or Dickens' novels which protest some of the conditions of the early 19th century. They should tell the class about the kinds of conditions which the authors were protesting. Discuss: How might these novels have affected educated Englishmen of the period? Why? Do you think they would have had the same effect in the 18th century? Why or why not?

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19th century reforms or accounts attacking
lls other than child and woman labor or the long
poor working conditions in factories and mines
rly 19th century. Discuss: What did your read-
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"Selected Readings in
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y not?

A. IS COMMITTED TO THE FREE EXAMINATION OF SOCIAL ATTITUDES AND DATA.

S. Looks for relationships among events withone one country and within a world-wide time framework.

G. Government labor policies affect business activity both directly by affecting minimum wages and hours of work or child labor and indirectly by affecting the strength of labor unions.

S. Generalizes from data.

S. Identifies value conflicts.

G. Government labor policies affect business activity directly by affecting hours of work or by restricting child and women labor.

G. A person's frame of reference is affected by his total life experiences and affects his perceptions.

149. Have a pupil read about the 1794 trial of Thomas Hardy and other members of the London Corresponding Society. He should also read excerpts from some of the 1799-1800 laws against workingment's associations and the modification of these acts in 1824-1825. The pupil should give a report on restrictions on labor unions during the late 18th and early 19th centuries. Then call upon several students to role-play an imaginary discussion between a supporter of Ricardo's point of view, a factory owner, a labor leader, and a Methodist minister on the question: Should the acts restricting workingmen's combinations be repealed?

Afterwards ask: Can you think of any political events of the period which might have led Parliament to pass such laws? Have the student who has given the report then tell the class about the repeal of the laws in 1824-25.

Thompson, The
the English Wo
pp. 17-19.
"Selected Read
European Histo

150. Have pupils read excerpts from early 19th century laws which regulated hours and conditions of work and prohibited mine work for women and children. Discuss: From our viewpoint, how humane do these laws seem to be? How would they have appeared to the English people of the period when they were passed? Now have several pupils read and report on excerpts from some of the debates which indicate reasons for opposing such legislation. What value conflicts arose over such legislation?

"Selected Re
European Hist

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r members of the London Corresponding Society.
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repealed?

Thompson, The Making of
the English Working Class.
pp. 17-19.
"Selected Readings in
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he period when they were passed? Now have sev-
ils read and report on excerpts from some of the
which indicate reasons for opposing such legis-
What value conflicts arose over such legisla-

"Selected Readings in
European History.

G. Changes in one aspect of a culture will have effects on other aspects; changes will ramify, whether they are technological, in social organization, in ideology, or whatever else is part of the cultural system.

G. Culture traits may change through a process of diffusion.

S. Makes and interprets timelines.

S. Looks for relationships among events within one country and within a world-wide time framework.

S. Tests hypotheses against data.

G. Culture traits may change by the process of diffusion.

A. VALUES THE SCIENTIFIC METHOD.

S. Generalizes from data.

G. Each culture is unique.

d. The rapid increase in indust
tion came to France in the
of the 19th century but no
many until after its unifi

6. The pre-World War I societie
Britain, France, and Germany
ber of characteristics but a
considerably in the extent t
values were accepted. The s
seemed far removed from the
Middle Ages, even though som
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or relationships among
within one country and
a world-wide time frame-

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traits may change by the
of diffusion.

THE SCIENTIFIC METHOD.

lizes from data.

ulture is unique.

d. The rapid increase in industrialization came to France in the middle of the 19th century but not to Germany until after its unification.

6. The pre-World War I societies of Great Britain, France, and Germany shared a number of characteristics but also differed considerably in the extent to which certain values were accepted. The societies all seemed far removed from the society of the Middle Ages, even though some cultural traits had persisted in modified form.

151. Review what pupils learned in the tenth grade about utopian societies and utopian socialism. Point out that such ideas arose in England during the early 19th century as a reaction to some of the conditions of the early industrial revolution. Discuss: Why do you think these ideas and other reform movements gained headway in England before the U.S.? (Relate to diffusion of religious beliefs and to beginnings of industrial revolution.)

152. Have two pupils study the industrial revolution in France and Germany. They should prepare a timeline comparing important stages in the industrialization of these countries and Britain. They should also present a report in which they analyze the hypotheses which pupils set up earlier about reasons why the industrial revolution came earlier in Britain.

"Selected Readings
European History."

153. Have several pupils bring the account of "Medecine Through the Ages" up to the period of World War I. They might prepare a bulletin board display highlighting some of the important medical advances since the early 19th century. Discuss the importance of diffusion of cultural innovations to our own lives.

e.g. See Shippen,
Medicine, chs. 1

154. Have a committee look at a number of high school and college texts to find out what the authors say about the values and material conditions of people in Western Europe and more particularly in Britain, France, and Germany just prior to the First World War. They should note points on which authors agree and upon which they disagree. They should then prepare two charts.

High school and
texts on world o
history.

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a reaction to some of the conditions of the
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"Selected Readings in
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bulletin board display highlighting some of the
medical advances since the early 19th century.
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our own lives.

e.g. See Shippen, Men of
Medicine, chs. 13, 16-17.

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d material conditions of people in Western Europe
particularly in Britain, France, and Germany just
the First World War. They should note points on
hors agree and upon which they disagree. They
en prepare two charts.

High school and college
texts on world or modern
history.

G. Although culture is always changing, certain parts or elements may persist over long periods of time.

G. Even when a major reorganization of a society and its culture takes place, not all of the culture is completely modified.

G. Living levels do not rise unless output of production grows at a faster rate than population.

G. The technology of a society may be made more efficient both by the introduction of new machines and tools and by the way in which production is organized.

G. Every economic system faces scarcity or a lack of enough productive resources to satisfy all human wants.

G. People's ideas of what constitutes an adequate level of living on one hand or poverty on the other changes as average living levels change.

S. Sets up hypotheses.

S. Tests hypotheses against data.

G. War seems to be the result of multiple, interrelated causes.

A. IS SCEPTICAL OF SINGLE-FACTOR THEORIES OF CAUSATION.

F. World War I was the result of
and in turn created many prob
beyond the war period.

ugh culture is always chang-
certain parts or elements may
st over long periods of time.

when a major reorganization of
iety and its culture takes
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hypotheses against data.

eems to be the result of mul-
, interrelated causes.

PTICAL OF SINGLE-FACTOR THEOR-
CAUSATION.

F. World War I was the result of many factors and in turn created many problems which lasted beyond the war period.

a. One chart should show changes in how people lived since about 1800.

b. One chart should compare the values of the people in the three different countries.

The committee should use these charts in presenting their information to the class.

Then discuss: How had life in Western Europe changed since 1800? What factors might account for these changes? Would you say that the people of these three countries held more values in common or held more differing values? How would you account for the differences? How far back can you trace these values which the committee has listed on their chart?

Also discuss: How had life changed in Western Europe since the Middle Ages? What factors might account for the changes? What elements of the culture of the Middle Ages could still be found in Western Europe? What factors do you think might account for this perisitence?

1. Have pupils consider what they have learned about Western Europe. What factors might have caused World War I? Have pupils set up possible hypotheses. Or give the class several theories which historians have developed and have them use them as hypotheses to check. Then have the class read varying accounts in textbooks and in other books to try to decide whether the evidence supports or contradicts such hypotheses. During the discussion

World history text
Lee, Outbreak of W

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out 1800.

t should compare the values of the people
hree different countries.

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mation to the class.

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varying accounts in textbooks and in other
ry to decide whether the evidence supports or
s such hypotheses. During the discussion

World history textbooks.
Lee, Outbreak of World War I.

G. The international system may be looked at as a series of power relationships.

G. Nations may pool their power behind common goals in varying systems of alliances and combinations.

G. In the international system, inequalities of power only invite the use of some form of coercion; the balance of power strategy is based on this premise.

G. The world is a community of interdependent countries.

G. Nationalism usually makes people prepared to divert resources and effort into channels in which they will make a maximum contribution to national power.

G. War has serious physical and psychological effects upon people in the war-torn areas.

S. Generalizes from data.

S. Sets up hypotheses.

which follows, be sure to discuss the complexity of causal factors. Also be sure to discuss the changing implications of nationalism, suggested in the next paragraph.

Or have pupils read text accounts of the causes of World War I. Then discuss: What evidence did you find to support or contradict the idea that nationalism was a source of war? What evidence did you find that can not be accounted for by nationalism? What internal effects did nationalism have upon countries in earlier days? To what extent do you think nationalism is compatible in the modern day with attempts to preserve the peace? Why?

2. An interested pupil might read the book Guns of August and compare methods of warfare and the impact of warfare with warfare in the Middle Ages.

Tuchman, The Guns o

3. Have pupils examine some of the main provisions of the Treaty of Versailles. Discuss: What do you think might be the effects of these provisions upon the Germans? (Perhaps draw on what pupils have learned about the U.S. reconstruction period as a source of hypotheses.)

World history textb

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. Also be sure to discuss the changing implica-
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World history textbooks.

G. The contrast between democratic and non-democratic political systems may be looked at as a conflict in basic underlying values.

A. VALUES HUMAN DIGNITY.

S. Distinguishes between facts and estimates.

G. Germany, Italy, and Spain reacte
from Britain and France to the s
lems which arouse after World Wa

1. From 1933 to 1945 Germany had
ian society.

   a. The attitude of the regiem
   dividual freedom and digni
   ed best by the way in whic
   Jews, political opponents,
   were sent to concentration
   their deaths in mass exec

contrast between democratic
non-democratic political sys-
s may be looked at as a con-
ct in basic underlying values.

UES HUMAN DIGNITY.

tinguishes between facts and
imates.

G. Germany, Italy, and Spain reacted differently from Britain and France to the serious problems which arouse after World War I.

1. From 1933 to 1945 Germany had a totalitarian society.

   a. The attitude of the regieme toward individual freedom and dignity is illustrated best by the way in which millions of Jews, political opponents, and war prisone were sent to concentration camps and to their deaths in mass executions.

1. Do one or more of the following:	
a. Show pupils a few photographs or a film of inmates of concentration camps found by Americans when they reached the camps and of evidence of mass killings at such camps.	8 mm. concept film l The Liberation of Na centration Camps, Th Films. Or film: Reme Anti-Defamation Leag pictures in books su Neumann and Koppel, Hist. of the Third R Scourge of the Swatis
b. Or have each pupil read one of several accounts about concentration camps, mass killings, and scientific experiments using prisoners in the camps. Afterwards, have pupils who have read stories about individual inmates compare their findings with the more general readings used by other pupils. Do the two types of accounts tend to support each other?	Hersey, Here to Stay 178, 179-184, 187-23 ferent stories of pe concentration camps, Poliakov, Harvest of ch. 8 (execution o gas chambers). Bullock, Hitler, pp. Delarue, The Gestapo Raab, The Anatony of pp. 19-21. Waite, H Nazi Germany, pp. 69 stock, The Children, 143 (accounts by 3 y "Selected Readings i History."
Show the class a table on what happened to the Jewish population in Germany and in Nazi-occupied territory. Discuss: Does this table tend to support or contradict the impression you have gained from written accounts of what happened to the Jews? What faith do you think you can put in these figures? How do you think they may have been collected? (Analyze the difference between facts and estimates.)	Waite, ed., Hitler a Germany, p. 75.

more of the following:

pils a few photographs or a film of inmates of ration camps found by Americans when they the camps and of evidence of mass killings at mps.	8 mm. concept film loop: The Liberation of Nazi Concentration Camps, Thorne Films. Or film: Remember Us. Anti-Defamation League. Or pictures in books such as Neumann and Koppel, Pictorial Hist. of the Third Reich. Russell, Scourge of the Swatiska.
e each pupil read one of several accounts about ration camps, mass killings, and scientific ex- ts using prisoners in the camps. Afterwards, pils who have read stories about individual in- compare their findings with the more general s used by other pupils. Do the two types of ac- tend to support each other?	Hersey, Here to Stay, pp. 163-178, 179-184, 187-239 (3 different stories of people in concentration camps.) Poliakov, Harvest of Hate, ch. 8 (execution of Jews in gas chambers). Bullock, Hitler, pp. 700-703. Delarue, The Gestapo, ch. 19. Raab, The Anatony of Nazism, pp. 19-21. Waite, Hitler and Nazi Germany, pp. 69-75. Blackstock, The Children, pp. 133-143 (accounts by 3 young people). "Selected Readings in European History."
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S. Sets up hypotheses.

S. Checks on the completeness of data and is wary of generalizations based on insufficient evidence. (Examines sample used in study to see if it is representative of the population for which generalizations are being made.)

S. Tests hypotheses against data.

A. SCEPTICISM OF SINGLE-FACTOR THEORIES OF CAUSATION IN THE SOCIAL SCIENCES.

G. Although culture is always changing, certain parts or elements may persist over long periods of time.

G. Racial beliefs involve strongly-held attitudes which affect behavior both at the conscious and unconscious level.

G. Frustration may result in aggression; when cultural norms are strongly opposed to aggression toward certain people, or people are frustrated by events beyond their control or the control of people whom they know, the aggression may be turned against others who become scapegoats.

b. Many factors contributed
Hitler in Germany. These
clude the following:

1) The highly nationalist
humiliated by their de
War I and by the terms
Treaty; they welcomed
appeals made by Hitler

2) The economic devastati
following World War I
Hitler some of his ear
while the serious econ
of the late 1920's and
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both because of his pr
cause of his ability t
people that he could d
ised.

3) Many of the workers an
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ol or the control of people
they know, the aggression may
rned against others who be-
scapegoats.

b. Many factors contributed to the rise of Hitler in Germany. These factors include the following:

1) The highly nationalistic Germans felt humiliated by their defeat in World War I and by the terms of the Versaill Treaty; they welcomed the nationalisti appeals made by Hitler.

2) The economic devastation and inflation following World War I helped bring Hitler some of his early followers; while the serious economic depression of the late 1920's and early 1930's brought Hitler mass popular support, both because of his promises and because of his ability to convince the people that he could do what he promised.

3) Many of the workers and lower middle-class in Germany resented class distinctions and particularly their own lack of or loss of social status.

4) Authoritarian, militaristic, and anti-semitic aspects of German culture led many to welcome the types of appeals which Hitler used to win support.

c. Whether you have done a or b, ask: Why do you think the people of Germany permitted such events to take place? Why do you think they supported Hitler? Let pupils set up hypotheses to test later.

2. Tell pupils a little about Abel's study in which he collected 600 autobiographical accounts from Nazi's during 1933. Describe the way in which he obtained these accounts and then project Abel's tables on social class origin, education, and employment history of these 600 Nazis. Ask: To what extent can we generalize from this data about the members of the Nazi Party as a whole in 1933? Why? (Discuss the possibilities of sample bias arising from such a method of collecting data.) Also ask: Why might such accounts be helpful?

Abel, *Nazi Movement*
315.

Now tell the class that they are all going to read one of these autobiographical accounts, but that some will read one account, some a second, and some a third. They should try to decide what they can learn about the Nazi Party and those who supported the party in 1933 and earlier from such accounts. After pupils have finished the reading, discuss: What appeals did the Nazi party have for these people? List some of them on the board and identify similarities and differences. Also ask: What expectations did these Nazis have for changes in German economic, social, and political life? To what degree did the appeals to these three Nazis reflect any of the behavior of the Nazis in the concentration and extermination camps? From this data alone, what would you say were the causes for the rise of Hitler?

Abel, *Nazi Movement*
244, 274-289, 289-3

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Abel, Nazi Movement, pp. 312-315.

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Abel, Nazi Movement, pp. 218-244, 274-289, 289-301.

G. Authoritarian personalities tend to be conformist, to use stereotyped thinking, and to project their own traits which they consider undesirable onto other people; many prejudiced people are authoritarian personalities.

G. Struggle may bring together otherwise unrelated persons and groups. Coalitions and temperory associations may result from conflicts where primarily pragmatic interests of the participants are involved.

G. Democracy does not bear up well in societies in which basic dissatisfactions with the social and economic institutions prevail and become the focus of political competition.

S. Looks for points of agreement and disagreement among witnesses, authors and reports of research studies.

5) Many middle and upper clas
feared communism, particul
the attempted communist re
1918; they turned to Hitle
to fight communism and who
actively engaged communist
during the 1920's and earl

6) The Weimar Republic failed
stable government capable
with the problems facing G
earning the respect of the
ple.

a) The government was pla
itial disadvantage when
forced to sign the Vers
and agree to the clause
blame for thewar upon G

b) The German system of e
the development of a m
system, the inability
party to win a majorit
ment, and coalition go
proved unstable.

7) Hitler and his supporters
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an extremely persuasive s
charismatic leader.

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ns with the social and econom-
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cus of political competition.

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reement among witnesses,
s and reports of research
es.

5) Many middle and upper class Germans feared communism, particularly after the attempted communist revolution in 1918; they turned to Hitler who promise to fight communism and whose followers actively engaged communists in fights during the 1920's and early 1930's.

6) The Weimar Republic failed to develop a stable government capable of dealing with the problems facing Germany and earning the respect of the Germany people.

   a) The government was placed at an initial disadvantage when it was forced to sign the Versailles Treaty and agree to the clause placing blame for thewar upon Germany.

   b) The German system of elections led t the development of a multiple party system, the inability of a single party to win a majority in the parli ment, and coalition governments whic proved unstable.

7) Hitler and his supporters showed great organizational skill, and Hitler proved an extremely persuasive speaker and charismatic leader.

3. Now have pupils read several excerpts from other autobiographical accounts reported by Abel. What motives for supporting Hitler are found in these excerpts?	Abel, Nazi Movement, 24, 25, 26, 33, 120, 137, 146, 151.

pupils read several excerpts from other autobio- accounts reported by Abel. What motives for g Hitler are found in these excerpts?	Abel, *Nazi Movement*, pp. 15, 24, 25, 26, 33, 120, 126-127, 137, 146, 151.

S. Listens for persuasion techniques.

S. Tests hypotheses against data.

S. Rejects post-hoc arguments; looks for another factor which may have caused the later event.

S. Looks for points of agreement and disagreement among witnesses, authors and reports of research studies.

S. Sets up hypotheses.

S. Tests hypotheses against data.

c. Hitler did not become rul
force, but after he was i
Chancellor, he moved quick
his control and take over
powers.

1) Hitler did not win a m
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ly the President appoi

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other factor which may have
the later event.

for points of agreement and
eement among witnesses,
s and reports of research
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p hypotheses.

hypotheses against data.

c. Hitler did not become ruler of Germany by force, but after he was invited to become Chancellor, he moved quickly to consolidate his control and take over dictatorial powers.

   1) Hitler did not win a majority in an election; however, his party received more votes than other parties and finally the President appointed him Chancel-

4. Play a recording of part of one of Hitler's speeches and have pupils analyze the verbal techniques used (other than actual words) to sway an audience.	Recording: *I Can* vol. 1.
5. Show the Fenton-Wallbank set of transparencies on the rise of Hitler. Follow the general directions suggested on the plans accompanying the transparencies. Also discuss: Can we be sure that unemployment and depression were factors in causing Hitler's rise merely because they preceded the rise of Hitler? To what extent does the data presented in these transparencies support or contradict the ideas presented in the autobiographical accounts? What other data would be helpful in trying to reach conclusions about why Hitler was able to come to power in Germany?	Overhead transpare *What Caused the Ri* *Hitler?* Scott, Fo
6. Pupils who are interested might do further reading about different interpretations of the causes for the rise of Hitler. They should make a chart to illustrate the factors which they identify as similar to and different from those identified from the autobiographical accounts. They should explain differences to the class.	Waite, ed., *Hitler* *Germany*, Introduct pp. 7-52. Snell, ed., *The Na* *tion*, *Germany's Gu* *many's Fate?* Schirer, *Rise and* *Adolf Hitler*, chs.
7. Give pupils a table showing the vote in the two 1932 Reichstag elections. Ask: How did the Nazi party fare in these elections? Why do you think Hitler was not appointed Chancellor immediately? Why do you think the President might have appointed him finally when he avoided doing so at once? Now have a pupil give a brief report on how Hitler finally became Chancellor.	"Selected Readings" Schirer, *Rise and* *Adolf Hitler*,

ording of part of one of Hitler's speeches and
s analyze the verbal techniques used (other than
ds) to sway an audience.

Recording: I Can Hear It Now
vol. 1.

enton-Wallbank set of transparencies on the
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ns accompanying the transparencies. Also dis-
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Hitler, Scott, Foresman.

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Waite, ed., Hitler and Nazi
Germany, Introduction and
pp. 7-52.
Snell, ed., The Nazi Revolu-
tion, Germany's Guilt or Ger-
many's Fate?

Schirer, Rise and Fall of
Adolf Hitler, chs. 4-8.

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Adolf Hitler,

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G. Ideologies are important for the structure they give to the political system, the answers they give to ambiguous situations, and the cues for responses they suggest.

G. Any decision in in part a product of the internalized values, perceptions, and experiences of the persons making the decision.

G. Freedom's relationship to democracy is a close and obvious one; the organization of majorities, the competition in goals, and the ability to oppose which democracy presupposes all depend upon a high degree of personal freedom.

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2) Hitler moved quickly to c
power;after the President
assumed the office of Pre
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lor in 1933.

2) Hitler moved quickly to consolidate his power; after the President's death, he assumed the office of President and too additional measures to consolidate his control.

   a) The structure of government was changed by decree, not by constitutional amendment.

8. Have pupils read statements made by Hitler about struggle and force; leadership; democracy, freedom, individual rights and conscience. Ask: What action might you expect Hitler to take to consolidate his power once he was made Chancellor? What kind of government do you think he would develop?	"Selected Readings pean History."
9. Have pupils read sections of the "Enabling Act of March, 1933." Then discuss: What powers did this act give Hitler? How did it affect the Constitution?	See "Selected Readi pean History."
10. Now show pupils a table showing the strength of the different parties as a result of the new election of 1933. Ask: Why do you suppose the Reichstag was willing to pass such an act which needed a two-thirds vote? Read aloud a brief quotation from Loewenstein on the way in which the Nazis imprisoned the communists and then used threats and promises to win support from the center parties.	"Selected Readings History" Loewenstein, Hitler' p. 15.

read statements made by Hitler about strug- e; leadership; democracy, freedom, indivi- and conscience. Ask: What action might Hitler to take to consolidate his power once Chancellor? What kind of government do you ld develop?	"Selected Readings in Europ- pean History."
read sections of the "Enabling Act of March, discuss: What powers did this act give did it affect the Constitution?	See "Selected Readings in Euro- pean History."
ils a table showing the strength of the dif- es as a result of the new election of 1933. you suppose the Reichstag was willing to act which needed a two-thirds vote? brief quotation from Loewenstein on the way Nazis imprisoned the communists and then and promises to win support from the center	"Selected Readings in European History" Loewenstein, Hitler's Germany, p. 15.

G. Decision-making in a democracy is shared by several groups and is subject to varying influences.

G. Decision-making in an oligarchy rests with a small group.

G. In a totalitarian country there is no separation of powers between those who make and those who carry out policy.

G. Freedom's relationship to democracy is a close and obvious one; the organization of majorities, the competition in goals, and the ability to oppose which democracy presupposes all depend upon a high degree of personal freedom.

G. Any decision is in part a product of the internalized values, perceptions, and experiences of the persons making the decision.

G. The relative centralization or decentralization of power within political parties is related to the centralization or decentralization of authority within the political system as a whole.

a) All opposition partie
outlawed.

b) The government shift
system of separation
to a unitary system
legislative, executi
judicial powers were
tralized in the hand
Fuehrer and his appo

c) The government shift
federal form to a ce
system with all form
run by men appointed
central government.

d. The political system was a
which controlled all aspec
ciety.

1) The government was cont
an elite group within t
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a) The Nazi Party was
and controlled from

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elative centralization or tralization of power within ical parties is related to entralization or decentrali- n of authority within the ical system as a whole.

a) All opposition parties were outlawed.

b) The government shifted from a system of separation of powers to a unitary system in which legislative, executive, and judicial powers were all centralized in the hands of the Fuehrer and his appointees.

c) The government shifted from a federal form to a centralized system with all former states run by men appointed by the central government.

d. The political system was an oligarchy which controlled all aspects of society.

1) The government was controlled by an elite group within the Nazi party.

a) The Nazi Party was centralized and controlled from the top.

11. Have pupils read the list of measures taken by Hitler to consolidate his power after the passage of the Enabling Act. Discuss the implications of each measure for the type of political system which would emerge in Nazi Germany, how it would help consolidate Hitler's control, and how it would change the decision-making process in political affairs. Also ask: How do these measures reflect ideas which Hitler expressed in his writings and speeches?	"Selected Readings.
12. Have pupils read an excerpt on "Duties of the Party Comrade" from the Nazi Party Organization Book of 1940. Discuss: What do these instructions indicate about the type of organization found within the Party? How do you think the Party used party members to maintain control of the country?	"Selected Readings European History."

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"Selected Readings."

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"Selected Readings in
European History."

G. Decision-making in an oligarchy rests with a small group.

G. In a totalitarian country there is no separation of powers between those who make and those who carry out policy.

G. Since democracy is the chief political expectation of the times, oligarchy has had to accept the symbols and forms of democracy, if not its substance.

G. In contemporary oligarchies the political party becomes the instrument by which the few govern in the name of many.

G. Ideologies are important for the structure they give to the political, economic, and social systems, the answers they give to ambiguous situations, and the cues for responses they suggest.

G. It is unlikely that one could find many genuine autocracies (rule by one) in complex modern government; they are very likely really oligarchies. The scope of government and the variety of clienteles demand a variety of skills which one man does not possess.

b) Nazi party members enga
propaganda, interprete
doctrines, carried out
to suppress opposition
served as the group fr
government officials w
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c) The Reichstag was cont
lost its power. Membe
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d) All decision-making wa
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b) Nazi party members engaged in propaganda, interpreted Nazi doctrines, carried out measures to suppress opposition, and served as the group from which government officials were chosen.

c) The Reichstag was continued but lost its power. Members were chosen by the Party leaders.

d) All decision-making was centralized within the hands of the Party elite and particularly in the hands of the Fuehrer.

13. Have pupils read a description of the Nazi political system. (At this time, omit the section on the courts.) Discuss: Where did the power in the government lie? Why do you think Hitler used the Reichstag at all? Why do you think he bothered with continuing the Nazi Party if all decisions were really made at the top? How did this political system reflect ideas which Hitler expressed in his writings and speeches?

"Selected Readings i
European History."

Also say: This selection implies that Nazi Germany was an autocracy under the complete control of one man. Others have called it an oligarchy under the control of a few men. Why might they argue in this fashion? Could Hitler make all of the political, economic, and social decisions? Why or why not? Why did he have to grant considerable power to other Nazi leaders?

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this time, omit the section on the courts.)
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European History."

G. Every decision-maker is dependent on advice, knowledge, information, political intelligence; as a result, those advisors who can provide him with them have an important base for exerting power and influence on the official.

G. Recent totalitarianisms have often been symbolized and epitomized by the political leader. Instead of demanding the full and total loyalty to the abstraction of the state, the totalitarian regime personalizes that loyalty in the leader.

G. Since democracy is the chief political expectation of the times, oligarchies have had to accept the symbols and forms of democracy if not its substance.

G. Political activity by which the individual seeks his goals and interests through the political system, takes any number of forms, depending on the nature of the system, and varies greatly in incidence.

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other political decisions w
merely to ratify existing
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e. The few plebiscites on laws or other political decisions were held merely to ratify existing measures; the choice of measures to submit to plebiscites lay in the hands of Hitler.

14. Have pupils read quotations made about Hitler by some of the Nazi leaders or in materials prepared for young people. Discuss: What do these materials illustrate about Nazi values? about techniques used by the Nazis to maintain control?	"Selected Readings European History."
15. Read aloud a brief excerpt from Allen on how the voting was carried on in the Thalburg plebiscite. Then discuss: How free was the plebiscite? Why do you think Hitler bothered holding such a plebiscite when there was no real chance of opposition?	Allen, Nazi Seizure Power, pp. 244-245.

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5

G. Totalitarianisms extend the scope of politics far beyond the usual to include almost all aspects of life.

G. In totalitarian countries the individual's rights are sacrificed for the good of the state.

G. The political importance of the judiciary depends largely on whether or not it has responsibility for declaring acts of the other two branches unconstitutional.

G. The contrast between democratic and non-democratic political systems may be looked at as a conflict in basic underlying values.

A. VALUES PROCEDURAL SAFEGUARDS FOR THE ACCUSED.

A. HAS A REASONED LOYALTY TO THE U.S. AND DESIRES TO MAKE IT AN EVER-BETTER PLACE IN WHICH TO LIVE.

G. Totalitarianisms extend the scope of politics far beyond the usual to include almost all aspects of life.

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1) The people lacked basic l

a) Decrees made it possib
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f. The Nazis took measures to affect all aspects of peoples lives: political, economic, and social.

1) The people lacked basic liberties.

a) Decrees made it possible to arrest people for political reasons and even for reasons not stated in laws; the secret police could even imprison or kill people who had been found "not guilty" by the courts. Millions of persons were imprisoned and killed.

16. Have pupils read selections from Waln's Reaching for the Stars. Then discuss: What does this account tell us about life under the Nazis? (Be sure to discuss political, economic, and social aspects of life as illustrated in these selections.)	Waln, Reaching for t Stars, pp. 35-37, 45- 48-49, 61-65, 69, 74- 82-84, 90-102, 105-10 112-114, 123-126, 128 140, 216-219, 278-280 304-308, 316-321, 375
17. Have pupils read the selection on "Law and Courts in Nazi Germany" and the section on Courts in the Selection on "The Nazi Political System." Discuss the implications of each measure or decree for individual rights and justice. How does these measures reflect ideas which Hitler expressed in his writings and speeches?	"Selected Readings in pean History"
18. Have pupils read the selection from Ascoli and Feiler on the use of spies in Nazi Germany. Discuss: What effect would such a system have upon personal relationships?	Ascoli and Feiler, Fascism for Whom?, p. 302.

s read selections from Waln's Reaching for Then discuss: What does this account tell ife under the Nazis? (Be sure to discuss economic, and social aspects of life as i- in these selections.)	Waln, Reaching for the Stars, pp. 35-37, 45-46, 48-49 61-65, 69, 74-80, 82-84, 90-102, 105-107, 112-114, 123-126, 128-140, 216-219, 278-280, 304-308, 316-321, 375-379.
s read the selection on "Law and Courts in ny" and the section on Courts in the Selec- he Nazi Political System." Discuss the im- of each measure or decree for individual justice. How do these measures reflect h Hitler expressed in his writings and	"Selected Readings in European History"
s read the selection from Ascoli and Feiler of spies in Nazi Germany. Discuss: What ld such a system have upon personal rela-	Ascoli and Feiler, Fascism for Whom?, p. 302.

G. The contrast between democratic and non-democratic political systems may be looked at as a conflict in basic underlying values.

G. Freedom's relationship to democracy is a close and obvious one; the organizations of majorities, the competition in goals, and the ability to oppose which democracy presupposes all dependona high degree of personal freedom.

A. VALUES PROCEDURAL SAFEGUARDS FOR THE ACCUSED.

A. SUPPORTS FREEDOM OF THOUGHT AND EXPRESSION.

G. The contrast between democratic and non-democratic political systems may be looked at as a conflict in basic underlying values.

G. Freedom's relationship to democracy is a close and obvious one; the organization of majorities, the competition in goals, and the ability to oppose which democracy presupposes, all depend on a high degree of personal freedom.

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safeguards during arre
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s a close and obvious one; the
nization of majorities, the
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to oppose which democracy pre-
oses, all depend on a high de-
of personal freedom.

b) Citizens lacked procedural safeguards during arrests, investigations and trials.

c) The government used terror as an instrument to control citizens and maintain their power.

19. Review what pupils learned from earlier selections (from Waln and selections on concentration camps) about the procedures used in arresting and deciding the fate of people whom the Nazis considered opponents. Ask: How do these procedures compare with those followed in this country when someone is arrested and tried for a possible crime? Why are procedural rights important for a democracy?

20. A pupil might give a report on the way in which the Nazis used a system of terror within one town during the early months of Nazi control in order to frighten people into accepting Nazi rules and control.

Allen, *The Nazi Seiz*
of Power, ch. 12.

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and selections on concentration camps)
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Allen, The Nazi Seizure of Power, ch. 12.

G. Racial beliefs involve strongly-held attitudes which affect behavior both at the conscious and unconscious level.

G. People try to work out rationalizations for behavior which are inconsistent with their basic values; racism is a relatively recent development which has served as a rationalization for discrimination against other races.

G. Discrimination against a minority group tends to isolate members of the group and promotes retention of their cultural values and norms.

G. Conflict serves to establish and maintain the identity and boundary lines of societies and groups. (In one-party countries it is necessary to identify the party with the country or invent an "enemy" to hold the party together.)

a) The government took incr
ingly extreme measures t
prive Jews of their libe
and lives; Hitler used t
Jews as scapegoats for a
the problems facing Germ

1) The Nazi's preached r
believed that the Ger
were a superior race,
Jews were inferior, a
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tain the identity and boundary
es of societies and groups.
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sary to identify the party with
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old the party together.)

a) The government took increasingly extreme measures to deprive Jews of their liberties and lives; Hitler used the Jews as scapegoats for all of the problems facing Germany.

   1) The Nazi's preached racism. The believed that the German people were a superior race, that the Jews were inferior, and that a mixture of blood would lead to deterioration of the German rac

21. Now have pupils read quotations from Hitler explaining the importance of the use of terror. Ask: To what extent does his explanation agree with the interpretation by Allen of the purpose of the use of terror in the early months of the Nazi regime.	"Selected Readings European History."
22. Have pupils read excerpts from Hitler and other Nazi leaders about race and the Jews. Then have pupils analyze these ideas. Do they help explain the concentration camps and mass killings? How might such ideas help Hitler maintain power? (Discuss the idea of scapegoating.)	"Selected Readings European History."

pupils read quotations from Hitler explaining tance of the use of terror. Ask: To what es his explanation agree with the interpre- Allen of the purpose of the use of terror rly months of the Nazi regime.	"Selected Readings in European History."
ls read excerpts from Hitler and other Nazi bout race and the Jews. Then have pupils hese ideas. Do they help explain the concen- amps and mass killings? How might such ideas er maintain power? (Discuss the idea of scape-	"Selected Readings in European History."

S. Identifies basic assumptions.

G. Totalitarianism finds it impossible to coerce a large population constantly; instead it coerces indirectly by controlling wills, fears, etc. through the use of symbols and mass media.

G. Agencies of political socialization include those within the political system as well as those without; in fact, totalitarian political systems are marked by governmental dominance of this process.

2) The government did not r
pletely or even mainly u
to maintain control; the
ucation, propaganda, and
of the press, radio, mov
to build and maintain su

a) The government used s
youth groups to build
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es of political socialization e those within the political as well as those without; t, totalitarian political s are marked by governmental nce of this process.

2) The government did not rely completely or even mainly upon terror to maintain control; they used education, propaganda, and control of the press, radio, movies, etc. to build and maintain support.

   a) The government used schools and youth groups to build support among the young people.

23. Give pupils a summary sheet of the laws which were gradually introduced to take away the rights of the Jews in Germany and in later conquered areas. Discuss each law and its probable effects.	"Selected Readings European History."
24. Show the film The Last Rabbi to illustrate the way in which the Nazis treated the Polish Jews in the Warsaw Ghetto.	Film: The Last Ra National Academy o Jewish Studies of Synagogue of Ameri 34 min.
25. Some pupils may wish to read The Diary of a Young Girl.	Frank, The Diary o Girl.
26. Have pupils read excerpts from Nazi primers and textbooks. Discuss: What do these examples of pupil materials illustrate about the goals of Nazi education? How do they illustrate the ideals preached by Hitler and other Nazi leaders?	"Selected Readings European History."
27. Have each pupil read one of several accounts of education under the Nazis. Afterwards discuss the purposes of Nazi education and compare it with education in a democracy.	Connecticut League f Voters, Freedom or F pp. 14-16.

is a summary sheet of the laws which were grad- roduced to take away the rights of the Jews in nd in later conquered areas. Discuss each law robable effects.	"Selected Readings in European History."
ilm The Last Rabbi to illustrate the way in Nazis treated the Polish Jews in the Warsaw	Film: The Last Rabbi, National Academy of Adult Jewish Studies of the Synagogue of America, 34 min.
s may wish to read The Diary of a Young Girl.	Frank, The Diary of a Young Girl.
s read excerpts from Nazi primers and text- scuss: What do these examples of pupil ma- lustrate about the goals of Nazi education? y illustrate the ideals preached by Hitler Nazi leaders?	"Selected Readings in European History."
pupil read one of several accounts of educa- the Nazis. Afterwards discuss the purposes ucation and compare it with education in a	Connecticut League for Women Voters, Freedom or Fascism, pp. 14-16.

G. The unity and homogeneity of life which totalitarianism demands is contrary to the pluralism of liberal democracy. (Totalitarianism cannot tolerate the existence of groups or institutions which may be the source of loyalties which compete with or diminish those to the state.)

G. Oligarchies maintain themselves within the forms of democracy by control of resources, information, attention and experience.

G. Control of political communication is effective control of political behavior.

G. Individuals know the political system as a set of images and pictures created for them by communicators; they react to these images rather than to the real world and real people.

b) The Nazis tried to cont
the leisure-time activi
of adults as well as of
they used these activit
build support for the r

c) The Nazis instituted ce
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totalitarianism demands is
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s rather than to the real
and real people.

b) The Nazis tried to control the leisure-time activities of adults as well as of youth; they used these activities to build support for the regime.

c) The Nazis instituted censorship of the arts and press.

	Allen, *Nazi Seizure* *Power*, pp. 249-250.
28. Have pupils read brief accounts of Hitler youth groups. Or have a pupil give a report on such groups. Discuss: Why do you think that some authors feel that the youth groups were more important than the school measures in building support for the regime?	"Selected Readings European History."
29. Have pupils read selections on the ways in which the Nazi Party developed organizations and programs to monopolize the recreational time of adults. Discuss: Why did the Nazis wish to set up many new types of recreational programs for adults?	"Selected Readings European History." Raab, *Anatomy of Na* pp. 14-15.
30. Have pupils examine a list of the divisions of Goebells' Propaganda Ministry. Ask: What does this list suggest about ways in which the Nazi's tried to build support and maintain control? Now have pupils read an account of how the National Chamber of Culture and its subdivisions worked. Ask: Why do you think the Nazis bothered with such measures when they could and did use terror to oppress opposition?	"Selected Reading European History."

	Allen, Nazi Seizure of Power, pp. 249-250.
read brief accounts of Hitler youth groups. upil give a report on such groups. Discuss: think that some authors feel that the youth more important than the school measures in pport for the regime?	"Selected Readings in European History."
read selections on the ways in which the developed organizations and programs to the recreational time of adults. Discuss: Nazis wish to set up many new types of l programs for adults?	"Selected Readings in European History." Raab, Anatomy of Nazism, pp. 14-15.
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G. Totalitarianisms may seek to alter the content of the arts to use them for the propogandistic and symbolic purposes of the totalitarian political system.

G. Control of political communication is effective control of political behavior.

G. Members of a group influence the behavior of other members by setting up and enforcing norms for proper behavior; they even influence the perceptions of other members.

d. The Nazis used many psycholo
vices such as mass meetings
pressures to affect people's
tions and attitudes.

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up and enforcing norms for
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d. The Nazis used many psychological devices such as mass meetings, and group pressures to affect people's perceptions and attitudes.

31. Quote Raab about the suppression of opposition newspapers during the first year of Hitler's control. Also read aloud Goebbels' remarks about freedom of the press. Ask: Why would control of the press help the government maintain control?

Raab, Anatomy of Naz
pp. 15-16.

32. Have several pupils read and report on examples presented by Schirer to illustrate the censorship of the news and arts and attempts to keep people from listening to the foreign radio stations.

Schirer, Berlin Diar
262-63, 288, 289.

33. Conduct one of a number of experiments which have been used to illustrate the extent of influence of members of a small group upon a person's perception. (e.g. Send a student on an errand and then set up the experiment with the rest of the class. Place three lines of different lengths upon the chalkboard and when the pupil returns ask him if there is any difference in the lines and if so what difference. Then have the other students all insist that the lines are the same length. Take a vote among the class members on this question, letting the pupil sent out of the room vote last. He is likely to change his mind if you have selected a fairly suggestible student for the experiment.)

Discuss: What implications do you see in this experiment for ways of molding public support for a regime? How would this power of suggestion affect people at mass meetings? How would it affect people whose associates all read or hear the same propaganda from the government min-

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first year of Hitler's control. Also read
els' remarks about freedom of the press. Ask:
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Raab, Anatomy of Nazism,
pp. 15-16.

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Schirer, Berlin Diary, pp. 44,
262-63, 288, 289.

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r the same propaganda from the government min-

G. The behavior of people in crowds differs from their behavior in institutions.

G. Most political communication depends on the use of symbols, negative and positive sterotypes, and other communication shortcuts; effective communication depends on the effective manipulation of those symbolic tools.

G. Members of a group influence the behavior of other members by setting up and enforcing norms for behavior; they even influence the perceptions of other members.

G. Most political communication depends on the use of symbols, negative and positive stereotypes,

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istry? How would this power of suggestion be used to build support for the Nazi regime within social organizations such as unions, businessmen's organizations, and recreational organizations?

34. Read aloud quotations from Rose's description of the Revival Meeting as an example of the "Expressive Crowd." (Select and mark ahead of time those passages which relate primarily to the use of certain physical stimuli which arouse people and which were also used by Hitler to arouse crowds.) Have pupils make a list of types of techniques which someone might use if he wished to arouse a crowd to frenzy.

Rose, Sociology, pp
350.

35. Now show the film on The Rise of Hitler and afterwards discuss the techniques Hitler used to gain and maintain control. Also ask: Which of the techniques which you identified earlier as techniques which can be used to arouse crowds to a frenzy seem to have been used by Hitler in mass meetings?

Film: The Rise of
ler, McGraw-Hill,

36. Have pupils read quotations from Hitler about the use of mass meetings and the time when mass meetings should be held.

"Selected Readings
History."

37. Have pupils read quotations from Hitler about the use of propaganda. Have pupils try to think of illustrations of the use of each technique he suggested in Mein Kampf.

"Selected Readings
History."

would this power of suggestion be used to rt for the Nazi regime within social organ- ch as unions, businessmen's organizations, ional organizations?	
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e film on The Rise of Hitler and afterwards techniques Hitler used to gain and maintain lso ask: Which of the techniques which you earlier as techniques which can be used to ds to a frenzy seem to have been used by ass meetings?	Film: The Rise of Adolf Hitler, McGraw-Hill, 27 min.
read quotations from Hitler about the use of gs and the time when mass meetings should be	"Selected Readings in European History."
read quotations from Hitler about the use of Have pupils try to think of illustrations of each technique he suggested in Mein Kampf.	"Selected Readings in European History."

and other communication shortcuts; effective communication depends on the effective manipulation of those symbolic tools.

G. Control of political communication is effective control of political behavior.

G. Individuals know the political system as a set of images and pictures created for them by communicators; they react to these images rather than to the real world and real people.

G. Most political communication depends on the use of symbols, negative and positive stereotypes, and other communication shortcuts; effective communication depends on the effective manipulation of those symbolic tools.

G. The unity and homogenity of life which totalitarianism demands is contrary to the pluralism of liberal democracy. (Totalitarianism cannot tolerate the existence of groups or institutions which may be the source of loyalties which compete with or diminish those to the state.)

f. The Nazis tried to regulate o
fere with all social institut
social groups which might opp
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emocracy. (Totalitarianism
tolerate the existence of
or institutions which may
source of loyalties which
e with or diminish those to
ate.)

f. The Nazis tried to regulate or interfere with all social institutions and social groups which might oppose them or develop loyalties other than to the state.

38. Have pupils read examples of German headlines at times of German aggression. Ask: Why do you think the German newspapers tried to give this impression? What do they illustrate about German propaganda techniques?	"Selected Readings, History."
39. Perhaps show the film Minister of Hate. Then analyze the techniques of thought control which Goebbels used.	Film: Minister of McGraw Hill, 27 mi
40. Have pupils read several quotations from Ley about the way in which the Nazi Party tried to control all activities of the individual. Ask: Since these ideas represented the philosophy of the Nazi regime, what would you expect it to do about social institutions and organizations such as the church, the family, and old clubs and other social organizations?	"Selected Readings History."

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as the church, the family, and old clubs and
al organizations?

"Selected Readings in European History."

G. Totalitarianisms extend the scope of politics far beyond the usual to include almost all aspects of life.

G. Ideologies are important for the structure they give to the political, economic, and social systems, the answers they give to ambiguous situations, and the cues for responses they suggest.

1) The Nazis took control ov banded old social organiz clubs.

2) The Nazis interfered with ian Churches and tried to a new state religion.

3) The Nazis took measures family life and to incre ulation.

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sponses they suggest.

1) The Nazis took control over or disbanded old social organizations and clubs.

2) The Nazis interfered with the Christian Churches and tried to substitute a new state religion.

3) The Nazis took measures to control family life and to increase the population.

41. A good student might give a brief report on how the Nazi leaders in one town took over and Nazified or got rid of almost all of the economic and social organizations in the town. Discuss: Why might the Nazis wish to get rid of social organizations which they did not take over? Why might they want to take control over a singing society?

Allen, The Nazi Se
Power, pp. 213-226.

42. Have pupils read quotations from various Nazi leaders about Christianity. Discuss: How would you expect the Nazis to treat the Protestant and Catholic Churches?

"Selected Readings
History."

Have a pupil read a brief statement about the Nazi treatment of Christian Churches. The class can check its predictions against his report.

43. Ask: What do you remember from your readings from Waln's Reaching For the Stars about how the Nazis affected family life? From what you already know about Nazi rule, what other measures do you think the Nazis might have taken in reference to families?

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"Selected Readings in European History."

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? From what you already know about Nazi rule,
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reference to families?

S. Sets up hypotheses.

G. Industrial conflict does not occur in all societies; it does not occur in a dictatorship which uses force to suppress internal conflict.

G. The unit and homogenity of life which totalitariansim demands is contrary to the pluralism of liberal democracy. (Totalitarianism cannot tolerate the existence of groups or institutions which may be the source of loyalties which compete with or diminish those to the state.)

G. The fundamental difference between economic systems is in how and by whom the basic economic decisions over allocation of resources are made rather than in who owns the resources.

g. The government controlled e
life; the economy has been
"state capitalism."

1) The government took over
of labor unions and used
build support for the re
the same time it ended t
to bargain collectively
sumed the power to regu
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2) The government did not t
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the basic economic decisions
allocation of resources are
rather than in who owns the
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g. The government controlled economic life; the economy has been called "state capitalism."

1) The government took over control of labor unions and used them to build support for the regime; at the same time it ended the right to bargain collectively and assumed the power to regulate all aspects of labor conditions.

2) The government did not take over ownership of land and industry, but it assumed control over them.

a) The government developed minute regulations for farmers.

Have pupils read a selection on Family Life Under the Nazis. Discuss: To what extent were you correct in your predictions about Nazi measures? Did the Nazis take any other measures which you did not predict? If so, what? Why do you think they did so?

Connecticut Leagu
Voters, Freedom o
pp. 11-12.

44. Give pupils a list of government economic agencies in 1938. Ask: What does this list suggest about the role of government in the economic system?

"Selected Readings
European History."

45. Have each pupil read a selection on how the Nazis treated labor unions and laborers after they took control of the government. Compare accounts. Discuss: Do these measures seem to fit well with the idea of Socialism which appears in the Nazi Party title? Why or why not? Under the Nazi economic system how was the question resolved as to who would get what share of the goods and services produced?

Raab, Anatomy of N
pp. 13-14; "Select
ings in European H

46. Have pupils read a selection on agriculture under the Nazis. Or have a pupil report on this topic. Discuss: How were the following questions resolved: (1) What and how much of different farm products should be produced? (2) How should they be produced?

"Selected Readings
European History."

ils read a selection on Family Life Under the Discuss: To what extent were you correct in dictions about Nazi measures? Did the Nazis other measures which you did not predict? If ? Why do you think they did so?	Connecticut League of Women Voters, Freedom or Facism?, pp. 11-12.
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b) The government protected large cartels and developed new and bigger ones; however, it set up controls over these cartels.

  1) The government could allocate materials and labor and could regulate other aspects of industry.

  2) In practice, the government frequently permitted the largest businessmen a great deal of freedom both to run their own business enterprises and to enforce their economic decisions upon smaller enterprises within the same industry. Moreover, the largest businessmen made up something of an interest group which the government did not wish to antagonize too greatly. However, the government did take drastic action agains some businessmen whom the Nazis di not feel were cooperative enough with the government.

  3) The government could insist that existing enterprises conduct research and engage in the production of new types of materials; it tried to bring about the development of substitutes for some of the materials which Germany lacked, such as rubber and oil.

47. Have pupils read a selection on how industry was controlled, or have several pupils present a report on this topic. Then have the class analyze the way in which the same basic economic questions raised in activity 46 were resolved insofar as industry was concerned. Compare the way in which these questions were resolved in Nazi Germany with the way in which they are resolved in our own country.

"Selected Readings
European History."

48. Have a pupil report very briefly on how the Nazi government used private business firms to develop synthetic materials. Ask: Is this an example of free enterprise? Why or why not? Why do you think Hitler wanted such materials developed?

"Selected Reading
European History.

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eveloped?

"Selected Readings in European History."

G. Government spending on goods and services and for transfer payments (pensions, social security, welfare) may make up for a lack of demand by the private sector and bring a rise in business activity.

G. Levels of living are affected by the amount of goods and services money incomes can buy, not just by changes in money incomes which may be offset by changes in prices.

G. Every economic system faces scarcity or a lack of enough productive resources to satisfy all human wants. (If resources are used to satisfy one want, they cannot be used to satisfy another. Only when resources are unemployed, will more expenditures on one thing, lead to the production of more of something else.)

4) The government began
public works project
large road projects;
ects, combined with
and some other kinds
stimulation, helped
the end of unemploym
many.

5) Although unemploymen
end and people were
conomically in some
levels did not rise
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economic system faces scar- or a lack of enough produc- resources to satisfy all hu- vants. (If resources are used tisfy one want, they cannot ed to satisfy another. Only resources are unemployed, will expenditures on one thing, to the production of more of hing else.)

4) The government began a series of public works projects including large road projects; these projects, combined with rearmament and some other kinds of business stimulation, helped bring about the end of unemployment in Germany.

5) Although unemployment came to an end and people were better off economically in some ways, living levels did not rise greatly for the employed or for small businessmen. The German people suffered badly from shortages of consumer goods during World War II.

49. Have a pupil make a chart to show the number of small businessmen in certain occupations who went out of business under the Nazi regime.	Raab, *Anatomy of* p. 13.
50. Have a pupil prepare a chart or bulletin board display to show how the Nazis moved to end the unemployment problem.	Allen, *The Nazi Se* *Power,* ch. 15;
51. Have each pupil read one of the descriptions of what happened to living levels and employment under the Nazis. Then compare the descriptions. Do they agree or disagree?	"Selected Reading History." Raab, *Anatomy of*
52. Have a pupil give a report on what happened to consumer goods during the Second World War.	Russell, *Berlin* pp. 48-40, 130-14

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upil give a report on what happened to consumer ring the Second World War.	Russell, *Berlin Embassy,* pp. 48-40, 130-140.

G. The international system may be looked at as a series of power relationships.

G. There are many sources or bases of national power in dealing with other nations.

1) Military capacity is an important factor in the development of national power but not the only one or even the dominant one.

2) Differences in population, resources, and industrial capacity are reflected in differences in national power; that is to say, they are important bases or components of national power.

A. SCEPTICISM OF SINGLE-FACTOR CAUSATION IN THE SOCIAL SCIENCES.

G. Every economic system faces scarcity or a lack of enough productive resources to satisfy all human wants.

S. Generalizes from data.

h. Hitler believed in the use o
in international affairs. H
to prepare for war when he c
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economic system faces scaror a lack of enough producresources to satisfy all huants.

alizes from data.

h. Hitler believed in the use of force in international affairs. He began to prepare for war when he came to power; some of his economic measures were such that his regieme could not survive unless he went to war for the purpose of seizing resources and industrial control over conquered countries.

53. Have pupils read quotations from Hitler on the use of force in international affairs, the need for living space for Germany, and other economic goals of conquest. Discuss: What measures do you think Hitler would have taken as a result of his beliefs? (Tell the class that they will study such measures in more detail later but that Hitler seized both Sudetenland and Austria before World War II began.)

"Selected Readings in European History."

54. Have a good student give a report on Hitler's ideas about conquest to obtain ecnomic resources and Sauer's theory about how his economic moves made war inevitable if Hitler wished to stay in power.

Waite, *Hitler and Nazi Germany*, pp. 84-92.

55. Hold a culminating discussion on the Nazi ideology. Have pupils summarize the main points in the ideology and then discuss: To what extent did the Nazis seem to be moving with trends in Western European history? To what extent did they seem to agree or try to negate basic values which had developed in much of Western Europe?

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international affairs, the need for living
Germany, and other economic goals of conquest.
What measures do you think Hitler would have
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A. SCEPTICISM OF SINGLE-FACTOR CAUSATION IN THE SOCIAL SCIENCES.

S. Generalizes from data.

2. Italy and Spain also turned
dictatorships as a reaction
problems which arose betwee
world wars.

3. Britain and France also fac
depression in the 1930's bu
ject their democratic forms
ment.

CISM OF SINGLE-FACTOR CAUSA-
N THE SOCIAL SCIENCES.

lizes from data.

2. Italy and Spain also turned to fascist dictatorships as a reaction to the problems which arose between the two world wars.

3. Britain and France also faced a serious depression in the 1930's but did not reject their democratic forms of government.

56. Have a pupil give a report on "Mussolini: Why Was He Able to Gain Control?" Have pupils compare the reasons for the rise of Mussolini and Hitler.

Finer, _Mussolini's_

57. Perhaps have another pupil give a report on the reasons for the rise of Franco in Spain. Again have the class compare reasons for the development of fascism in different countries.

58. Have a group of pupils present a symposium on the serious economic problems which faced Britain and France and the political effects of these problems. Then discuss: Why do you think Britain and France did not turn to fascism when faced with serious economic problems while the Germans, Italians, and Spanish did set up fascist dictatorships?" (If necessary, review what pupils have learned earlier about the relative importance of different values in the different countries, the long period in which the British had accepted the idea of peaceful settlement of conflict through democratic processes, etc. Also relate to the idea of multiple causation. Which contributing factors existed in the three countries which turned to fascism which did not exist in Britain and France?)

Stavrianos, ed., _Re_
in World History, p
200-201.

il give a report on "Mussolini: Why Was He in Control?" Have pupils compare the rea- he rise of Mussolini and Hitler.	Finer, Mussolini's Italy.
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S. Tests hypotheses against data.

G. War seems to be the result of multiple, interrelated causes.

A. IS SCEPTICAL OF SINGLE-FACTOR THEORIES OF CAUSATION.

G. The international system may be looked at as a series of power relationships.

G. Foreign policy considerations are affected by ideology, considerations of national self-interest, perceptions of power relationships, expectations about how other nations will act, and domestic problems at home.

G. Nationalism usually means that the people of a nation are prepared to divert resources and effort into channels in which they will make a maximum contribution to national power.

G. The world is a community of interdependent countries.

A. SEARCHES FOR EVIDENCE TO DISPROVE HYPOTHESES, NOT JUST TO PROVE THEM.

G. War has serious physical and psychological effects upon people in the war-torn areas.

H. World War II had multiple causes a
legacy of destruction even greater
of World War I.

theses against data.

to be the result of mul-
errelated causes.

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SATION.

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OR EVIDENCE TO DISPROVE
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fects upon people in the
reas.

H. World War II had multiple causes and left a legacy of destruction even greater than that of World War I.

1. Have pupils read text accounts of the causes of World War II and the way in which the United States became involved in the war. (They should read to test hypotheses about the cause of war which they developed earlier.) Afterwards, discuss: How did the causes compare with those for World War I? To what extent do you think it is safe to generalize about the causes of war?	World history text
2. Perhaps have several pupils read novels about the war in Europe. Others might read accounts of refugees or of immediate post-war life in Europe. Have these pupils present a discussion of the physical and psychological effects of World War II as revealed by these novels and accounts.	See bibliography.

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tent do you think it is safe to generalize causes of war?	
ve several pupils read novels about the war in thers might read accounts of refugees or of im- st-war life in Europe. Have these pupils pre- cussion of the physical and psychological effects ar II as revealed by these novels and accounts.	See bibliography.

G. At any specific time, the total economic output is affected by the quantity and quality of productive resources (land or natural resources, labor, and capital goods), by the level of technology, and by the effeciency of the organizational structure.

S. Generalizes from data.

G. Although culture is always changing, certain parts or elements may persist over long periods of time.

A. IS PATIENT WITH ATTEMPTED REFORMS; LOOKS AT CURRENT SITUATIONS FROM THE PERSPECTIVE OF THE TIME NEEDED FOR CHANGES IN THE PAST.

A. BELIEVES IN THE POSSIBILITIES OF IMPROVING SOCIAL CONDITIONS.

A. VALUES INSTITUTIONS AS A MEANS OF PROMOTING HUMAN WELFARE, NOT BECAUSE OF TRADITION; IS WILLING TO CHANGE INSTITUTIONS AS TIMES CREATE NEW PROBLEMS.

A. VALUES CHANGE AS A MEANS OF ACHIEVING GOALS BUT DOES NOT EQUATE CHANGE WITH PROGRESS.

I. Taken as a whole, the history of W
Europe illustrates both the factor
are conducive to change and those
made change difficult.

specific time, the total
c output is affected by
ntity and quality of pro-
resources (land or na-
esources, labor, and cap-
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INSTITUTIONS AS TIMES CREATE
BLEMS.

CHANGE AS A MEANS OF ACHIEV-
LS BUT DOES NOT EQUATE CHANGE
OGRESS.

1. Taken as a whole, the history of Western Europe illustrates both the factors which are conducive to change and those which made change difficult.

3. Have a group of students present an illustrated report on the war devastation which faced Western Europe following the war. Or perhaps show a film dealing with the destruction caused by World War II in Europe.

Also, give pupils a brief summary of the peace terms for Germany and the way in which Germany was to be occupied following the war. Discuss: What problems faced the different European countries when the war ended?

4. Have pupils examine the timelines developed for Western European history. Discuss the length of time it took to bring about major changes in basic institutions and even in minor reforms. Why does it seem to take so long, even in periods which seem to be undergoing rather rapid change?

Have the students think back over their study of the history of Western Europe. Discuss: What factors have contributed to change? What factors have brought about resistance to change? What elements of the culture of Western Europe in the pre-World War II days seem to exhibit some continuity with the culture of the earliest periods you have studied? Have the changes in culture always meant progress? Why or why not? Can you identify any social, political or economic institutions which would have been equally effective in meeting people's needs in all ages in Western Europe? Why or why not?

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